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ABSTRACT

This handbook provides practical assistance to all personnel involved with the development, organization, and maintenance of student services within the Illinois Education for Employment system. Part I focuses on organization of the Student Services Committees (SSCs). It defines student services; outlines considerations in the organizational aspects of forming, operating, and maintaining a SSC; describes management tasks; discusses needs assessment development and use; considers the methodology for student services plan development; and discusses articulation for regional student services. Examples are provided of how other committees have addressed the tasks. Part II focuses on the components of regional student services. It describes general counseling and provides sample general counseling activities for regional systems and sample regional planning for general counseling services. A chapter outlines considerations related to assessment and evaluation to be weighed in development of the Student Services Plan. Other topics are sources of labor market and occupational information and its integration into the regional plan and education and career planning and its integration into the regional plan. Finally, student placement is defined, and sample placement activities for regional student services and sample regional planning for regional placement services are provided. Follow-up is briefly addressed. Part III lists six resource organizations. (YLB)

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INTRODUCTION

The purpose of this handbook is to provide practical assistance to all personnel involved with the development, organization, and maintenance of student services within the Education for Employment (EFE) system in Illinois. These personnel include regional systems directors and administrators, Building Fairness coordinators, building opportunity personnel, special needs coordinators, counselors, community college student services personnel, and all others concerned with student services and its relationship to the regional vocational systems.

The material is structured to include information on all aspects of student services. Models and methodology used by a variety of EFE regions are featured to provide examples.

The emphasis within this handbook is on the integration of all areas of student services into an effective and efficient system. This material was developed with the input of an advisory council consisting of representatives from the regional systems, special needs, guidance and counseling, Building Fairness, single parent and homemaker programs, community colleges, and universities. All of the sample forms and methodology are based on successful programs within active student services committees within Illinois.

Each EFE region will need to develop a system for providing student services based on what is appropriate to its needs. This handbook should be utilized as a resource. The handbook is appropriate to all regions, regardless of the stage of development of the student services committees. It has been structured in a loose-leaf format to encourage copying of examples or sections. Additional materials applicable to the various sections may also be added in the future. The information herein should not be construed as the only way these goals can be accomplished.

What is "Student Services?"

Student services are a part of a total education for employment program and should be organized and delivered to help all students achieve maximum benefits from the system. Student services refer to those services necessary to support education for employment efforts apart from administration and in addition to instruction. These services should be designed to address individual student needs.

Student services in the EFE system should be approached with careful consideration of the following three factors:

A) the services which need to be provided

B) the populations which need to be served

C) the issues which need to be addressed

Examples of student services include general counseling services, assessment and evaluation, career planning, guidance in occupational information, educational planning, and job placement. There are many other possibilities which may be appropriate in all regions.

Regional vocational systems should address, within student services, the needs of all students including those who are members of special populations as defined by the Carl D. Perkins Vocational Education Act of 1985. Other populations who may also need assistance include single parents and displaced homemakers.

Each system should also address issues related to Building Fairness and building opportunity. Student services should be free of sex bias and sex role stereotyping and students should be provided guidance in non-traditional career options.

Other necessary services, populations to be served, or issues may be identified through a regional needs assessment.

Ideally, student services should be an effective and efficient system, integrating special populations and issues, and articulating throughout all regional schools and community colleges. The system should be based on student need and structured to provide accountability.

The Importance of Student Services in EFE

The EFE system in Illinois was established to reorganize local vocational education programs into cooperative regions to increase quality, access, and efficiency. Beginning in the fall of 1988, all funding for vocational education programs will be directed through regional EFE systems. Each EFE system will be developing instructional programs and processes which will include a variety of cooperative and articulated activities between member districts, area vocational centers, and community colleges. These new systems will require the development of a regional student services program to support them.

If, for example, an EFE region determines that it is appropriate to establish an auto technology program, the curriculum will be developed based on local labor market information, program committee input, and task analysis. Once the program is developed, input and assistance from student services personnel will be essential. It will be necessary to identify, through interest and ability assessment and career counseling, students who may be placed into auto technology. Those students will need to be scheduled into the new courses from all schools in the region. The new program should also take into account students with special needs and/or other populations. These students will need to be identified and provided with counseling, assessment, and career planning. All students will need to be provided with information and guidance on auto technology as a possible nontraditional career option to insure the program will be free of sex bias and sex role stereotyping. Students enrolled in the program will need guidance in making future educational plans. They may also need assistance in job search strategies and job placement. Faculty members may need assistance with students who have scheduling problems between schools, academic, and/or personal/social problems. All of those student services should be articulated with the local community college and other related agencies (e.g., the JTPA).

The preceding describe only a few of the activities which may be provided by a regional student services system. These essential services to support the EFE system are to be outlined in section three of the Education for Employment Plan.

Student Services Committees

It is recommended that each EFE system establish a student services committee. Ideally, this committee should consist of a core of personnel who deliver services within the region and additional members who are appropriate to regional needs. The purpose of the committee is to develop section three of the EFE Plan and to provide input to the systems director and the board of control for the region on student services. Additionally, the committee should take an active part in the establishment and implementation of the regional student services system.

This handbook is structured to provide information on the development, organization, and maintenance of student services committees.

Benefits of Student Services Committee Membership

Membership in a student services committee, like membership in any committee, requires an investment of time and effort. In order to be successful, a committee will also require a true commitment by the members to accomplish its purpose and goals. A student services committee can be easily established; in order to be viable, however, the members must understand the benefits to themselves, their programs, and their students.

The following provides some rationale for student services committee participation:

1) Members may have funds available through the committee to provide more comprehensive resources. These resources may be out of reach financially for the individual school.

2) Members may have additional staff development opportunities through the regional system.

3) The committee gives members a voice and an opportunity to make recommendations and assist in providing direction in student services for the entire region.

4) The committee gives members the strength of a unified group in order to have greater impact and a higher probability of effecting change.

5) The committee gives members the opportunity to meet regularly and learn from each other.

6) The committee gives members the opportunity to increase visibility and improve public relations for student services in general.

7) Many needed services for students may be difficult or impossible to offer any other way but regionally (e.g., placement).

8) The committee will provide the opportunity to consolidate efforts and staff toward a more efficient and effective program. It will assist in eliminating redundancies.

9) The committee will insure that all students are served as comprehensively as possible. Through a cooperative effort students can be offered more services than possible in many individual districts.

10) The committee can assist local district student services programs with assessment of their students' needs, program planning, and accountability.

11) The committee will assist in developing cooperation and articulation between member schools, the local community college, and outside agencies.

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CHAPTER 2

ORGANIZATION

Considerations to be made in the organizational aspects of forming, operating, and maintaining a Student Services Committee (SSC) can, at times, seem a bit overwhelming. A method which seems to work best in managing a task such as this is to break it into sections, find out what other committees have done, and see how their attempts at addressing a task can benefit your situation.

A. Considerations in Organizing a SSC

1. Procedural Tasks for Systems Directors/Committee Leaders

Before the first orientation meeting of the SSC, certain procedures have been followed and tasks completed by various System Directors which have proven to be very beneficial in the overall success of getting a SSC up and running. Points listed here are direct feedback from System Directors.

a. Contact your regional career guidance consultant to assist you in gathering resources and information in establishing and maintaining a SSC. They may also assist in developing, implementing, and evaluating student services plans.

b. Make a presentation to the Board of Control on your intentions in forming a SSC. The focus of the presentation could include points mentioned above in "Background Information," examples of other SSCs' written plans, and examples of what can be accomplished. Your regional career guidance consultant can assist you with the preparation and the presentation. The Board of Control's support should be solicited at this meeting for initiating and operating a SSC. Upon receiving their support, the first meeting date of the SSC can be set along with their permission for prospective SSC members to attend the meeting. A similar meeting should be scheduled with the principals of the EFE region if they meet as a formal group.

c. After the meeting date has been set, letters can be sent out to the prospective SSC members detailing date, time, location, and purpose of the meeting. Depending on the stage of development of your SSC and what was accomplished at the Board of Control presentation, this letter may also be requesting approval and support for personnel to attend the meeting. If approval was granted, a letter from the Board of Control chairperson could also be sent to the principal and appropriate staff members appointing them to the SSC. Examples of actual letters used for these situations are included in this section (see Examples 2A, 2B, and 2C).

d. Along with the letters sent out announcing the first meeting, a SSC Member Needs Assessment could also be included. The purpose of this assessment is to get a picture of the group's needs and prioritize them to provide direction for initial activities. Ideally, the assessments could be returned before the meeting date so responses could be tabulated and results discussed at the first meeting. This assessment activity has proven to be very beneficial for SSC members to see how the group's activities can meet individual program needs. Examples of these assessments are included in the Staff Development chapter (see Example 3A).

e. A site for the SSC meetings should be considered. There are many possible alternatives for meeting sites which are currently in place in many EFE regions. Alternatives include meeting at the nearest ESR or ESC office; a centrally located high school, or rotating each meeting to a different high school in the region each month; an AVC; and a community college. There have been some very successful

EXAMPLE 2A

**This is an example of a letter that was sent from a Planning Grant Director to the Board of Control or high school principal requesting counselor participation in the regional GBO plan writing workshop(s).

Dear :

This letter is written to inform you about a Regional Guidance by Objectives plan writing workshop scheduled for counselors in our region, and to request your approval for counselor attendance from your educational agency.

The purpose of this workshop, scheduled for (date), is to develop a regional Guidance by Objectives (GBO) plan that would be articulated with local education agency efforts to better serve student needs. The (name of the regional system) Student Services Committee has been chosen to be the first committee to develop regional GBO plans for this area of the state.

A regional GBO system is simply a plan of action including specific activities, timelines, and needed resource allocations, which is submitted as a proposal to the Board of Control for approval. Its purpose is to outline the role and function of guidance within the region and make it accountable.

The initial plan takes a day and a half to develop, and is updated yearly as part of the activities of regional student services committees. Workshop activities will be facilitated by the Illinois State Board of Education's GBO project staff and (name of the local CGC).

A presentation on the purposes and details of a regional guidance system was made to your counselors on (date), similar to one made to (the Board of Control and/or Administrative Council). There was unanimous support given for participation by the counselors present. This committee's efforts will provide leadership for other committees in our area of the state who will also be developing regional GBO plans. A letter has been sent to the region's counselors expressing interest and informing them of workshop dates.

Sincerely,

Planning Grant Director
(name of regional system)

EXAMPLE 2B

**This is an example of a letter that was written by the chair/president of the Board of Control of an EFE region inviting/appointing counselors to participate in the Student Services Committee.

Dear :

An Intergovernmental agreement has recently been executed creating the (name of the regional system). The (regional system name) is a collaborative association of area secondary school districts whose activities are closely articulated with (the local community college). The (regional system name), working with other public and private sector agencies, area industry, business and labor, will cooperatively address the educational and training needs of area youth and adults.

An important component of the Consortium advisory structure is the Student Services Committee. This committee, made up of counselors from (list of districts participating in the regional system), will provide an opportunity for area counselors to develop appropriate regional guidance and counseling program components and counselor professional development activities.

As president of the (regional system name) Governing Board and on behalf of the Board, I invite you to participate as a member of the (regional system name) Student Services Committee.

The organizational meeting of this committee will be held at (local community college, date, time, and location).

Your superintendent and high school principal have been made aware of this appointment through recent Governing Board or Administrative Council meetings.

We look forward to the recommendations and contributions that your experience and professional training will allow you to make in order to increase area educational program quality, efficiency, and student access.

Sincerely yours,

President, Board of Control
(name of regional system)

EXAMPLE 2C

**This letter is an example of a letter sent from a Planning Grant Director to the counselors who will be participating in the Regional GBO plan writing workshop.

Dear :

Thank you for your interest in participating in the regional GBO plan writing session. The workshop has been scheduled for (dates, times, and place of the sessions). The Illinois State Board of Education's GBO project staff and the (local CGC) will facilitate the workshop.

A letter has been sent to your superintendent informing him/her of this workshop. Every effort was made to choose meeting dates that were convenient for all and that did not conflict with other activities that make up the busy schedule of area counselors.

We look forward to working with you in this professional development effort. The results of your work will give you some new skills and greatly impact regional guidance services in the State of Illinois. Your recommendations and finished product will provide leadership for other regional student services committees that are being formed to deliver regional guidance services that are articulated with the efforts of local school districts.

The agenda for the planning session is as follows:

(Refer to the Regional GBO Workshop Outline)

The ultimate result of your work will be the creation of a regional GBO plan. This plan, when approved by the Board of Control, will establish the agenda for regional guidance activities for the next few years. The process also allows for allocation of state quality assistance funds to meet counselor-identified staff development needs and implementation of regional guidance activities developed in the pilot.

The GBO Handbook is based on development of counseling plans for each local school. Our focus will be somewhat different in that there will be one regional plan as an outcome representing what you as a group feel are the best ways to coordinate efforts to deliver the most effective counseling services. The format in the Handbook will still accurately represent the types of issues we will be addressing.

In order to facilitate plan development, the following are some key suggestions:

1. Each counselor participating should bring a copy of the GBO Handbook.

2. The more familiar participants are with the contents of the GBO Handbook upon arrival, the quicker and easier plan development will be. Please read over the material sent to you before you arrive.

3. All schools within the region should be represented.

Please call this office if you have any questions or problems.

Sincerely,

Planning Grant Director

working relationships developed between community colleges, high schools, and EFE systems when meetings and activities for the SSC have been hosted by the local community college.

f. Leadership is a key issue in committee development and maintenance. As experienced with committees already in operation, different approaches are in place, such as a rotating chair of SSC members from various high schools in the regional system; a member of the committee who represents the local community college or Area Vocational Center acting as the hosting agency; a member appointed by the Board of Control as recommended by the System Director; the SSC may elect a chairperson; and two members may work as a team as chairperson and vice-chairperson. All of these methods have worked well; some better than others depending on the specific situation. The leaders which have proven to be the most successful are those which are considered "core" members of the SSC. These core members or internal personnel to the EFE region, are those who are staff members of school districts or hired by the region to perform a certain role. Section B will provide an in-depth look at SSC membership.

g. Another point usually addressed at the initial SSC meeting is the monthly schedule. SSCs in most regions meet monthly. The major determining factor in deciding on at least one meeting a month has been to have ample time to address activities identified in the SSC's regional plan. Reasons for regular meetings will be discussed in more detail in part C of this chapter and in Chapter Four--Planning.

2. Background Information

There are some very basic points which must be understood by everyone who is or will be involved in the SSC from the Board of Control down. Without an understanding of the reasons for meeting, members will have a very difficult time functioning as a committee. The points listed here are examples of topics which were included in SSC orientation meetings.

a. There is a need for a thorough understanding of the reasons behind the reorganization of vocational education and the effects being made to make programming more effective through increased quality, access, and efficiency. Included here should be an explanation and examples of efforts being made to make course offerings more responsive to the labor market. (For examples relating to this, see Chapter 1, "The Importance of Student Services in EFE.)

b. There should be an understanding of what is considered "Student Services" as defined by Section three of the EFE Plan. How the committee will relate and respond to these requirements, including benefits they will reap from their endeavors. (See Chapter 1, "Benefits of Student Service Committee Membership.")

c. Within the reorganization of vocational education, the one and five year plans of regions or school districts will be replaced by one annual EFE Plan submitted by the region. Vocational funding will no longer be distributed to individual school districts, but will be distributed regionally to each of the EFE systems in the state. Part of the function of the SSC will be to develop a student services plan to access their share of this funding. It would be helpful to share with the group examples of other SSC plans which have been developed.

d. The SSC will operate in a more in-depth way than a general advisory committee. SSC meetings will be spent responding to a collegially-developed plan, based on student need, designed to access funding and committee member resources, and committed to improving services in response to labor market demand.

e. Many of the tasks of the SSC will result in benefits to local programs. For example, SSCs who have developed regional needs assessment instruments, which contain items that each member felt important to assess for his/her program, results in information that could be interpreted on a regional and/or local level. SSC members then have an instrument which they probably did not have the time, funds, and maybe even the expertise to develop.

f. There are many individual SSC member roles and responsibilities which should be discussed in addition to points mentioned in this section. It should be clearly understood by prospective SSC members what type of responsibilities they will assume before they begin participating in committee membership and plan development. See Section C of this chapter for details in committee member roles and responsibilities.

B. Membership

Recommendations for members to serve on the SSC should include representation from all secondary schools and community colleges within the EFE region. Personnel who are hired by the regional system, such as the Special Needs Coordinator, Building Fairness Coordinator, and Guidance Coordinator, should also be members of the SSC. In addition, representatives from business and industry and outside agency personnel, such as JTPA and DORS, may serve on the SSC depending upon the nature of activities being addressed.

In facilitating SSC operation through developing plans for students services (e.g., delineating goals, objectives, activities, and staff responsible), there are definite advantages in having the major membership of the SSC represented by "core" or internal personnel (e.g., secondary and community college counselors and coordinating personnel hired through the regional system). The main advantage being that these are the people who will be delivering the services to the students in meeting the goals and objectives developed by the group. The core personnel will be administering the assessments, operating the career information systems, and filling out the ICPs.

Prospective members should realize that in order to begin regional training programs, there must be an articulated system of regional student services. Examples of necessary services include regional scheduling and registration systems, regional career planning, regional interest assessment, placement, and occupational information. The personnel who develop these systems must have the knowledge of the region and the expertise to implement the goals, objectives, and activities for them. The core personnel have this expertise and should be considered the primary deliverers of these services.

Consideration needs to be given to involving outside agency personnel, business and industry, and community representatives on the SSC. Advantages in having input from these groups may include the following:

1. Articulation with community/agency-based programs

2. Initiating co-sponsored activities which correspond with students services' goals and objectives

3. Solicit business and industry input for appropriateness of programs to labor market demand

4. Match outside agency expertise and resources to students' special needs.

A disadvantage could arise when relying too much on membership of other than core personnel. As SSCs around the state formed, assessed needs, and prioritized those needs to develop a plan of action through a voting process, it was soon realized that if ex officio status (i.e., non voting member) was not evoked for some members, such as outside agency/business and industry personnel, or groups of people, such as teachers, priorities could be changed to activities which the core personnel, who deliver the services, would not have the expertise or desire to work on. In order to avoid this problem and to keep SSC activities from grinding to a halt deciding which group's needs should take priority over others, several methods have been used by SSCs to address this problem.

1. A SSC having a large number of outside agency and business and industry personnel represented on the committee could

    a. create a separate advisory committee to the SSC consisting of business and industry personnel to meet with the SSC as appropriate to need; or

    b. assign agency and business and industry personnel ex officio status and their participation advisory in nature.

One alternative which has worked for both of the above situations is to keep the same ruling on ex officio status and

1. Invite the members in question only to meetings which were related to their area of expertise.

2. Invite members in question to each meeting but inform them how much time would be spent on topics to be covered that day and how they would be expected to participate.

An advantage of having separate committees was that each group felt they were working on activities specific to their expertise and they didn't have to sit through meetings and try to participate in activities which weren't necessary for them. When the circumstances arose in which activities were applicable to them, they did.

There are no easy answers when trying to find the best solution to a complicated situation. Two recommendations to consider are

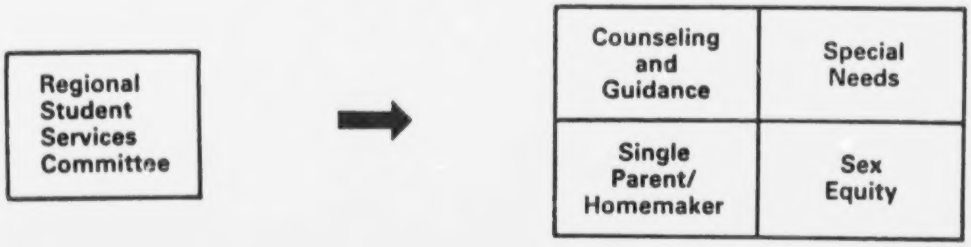
1. Involve core members when developing the student services plan; or

2. Once the plan is completed and approved, articulate with other persons, such as consultants, advisors, and resource personnel as dictated by that particular goal, objective, and/or activity within the student services plan.

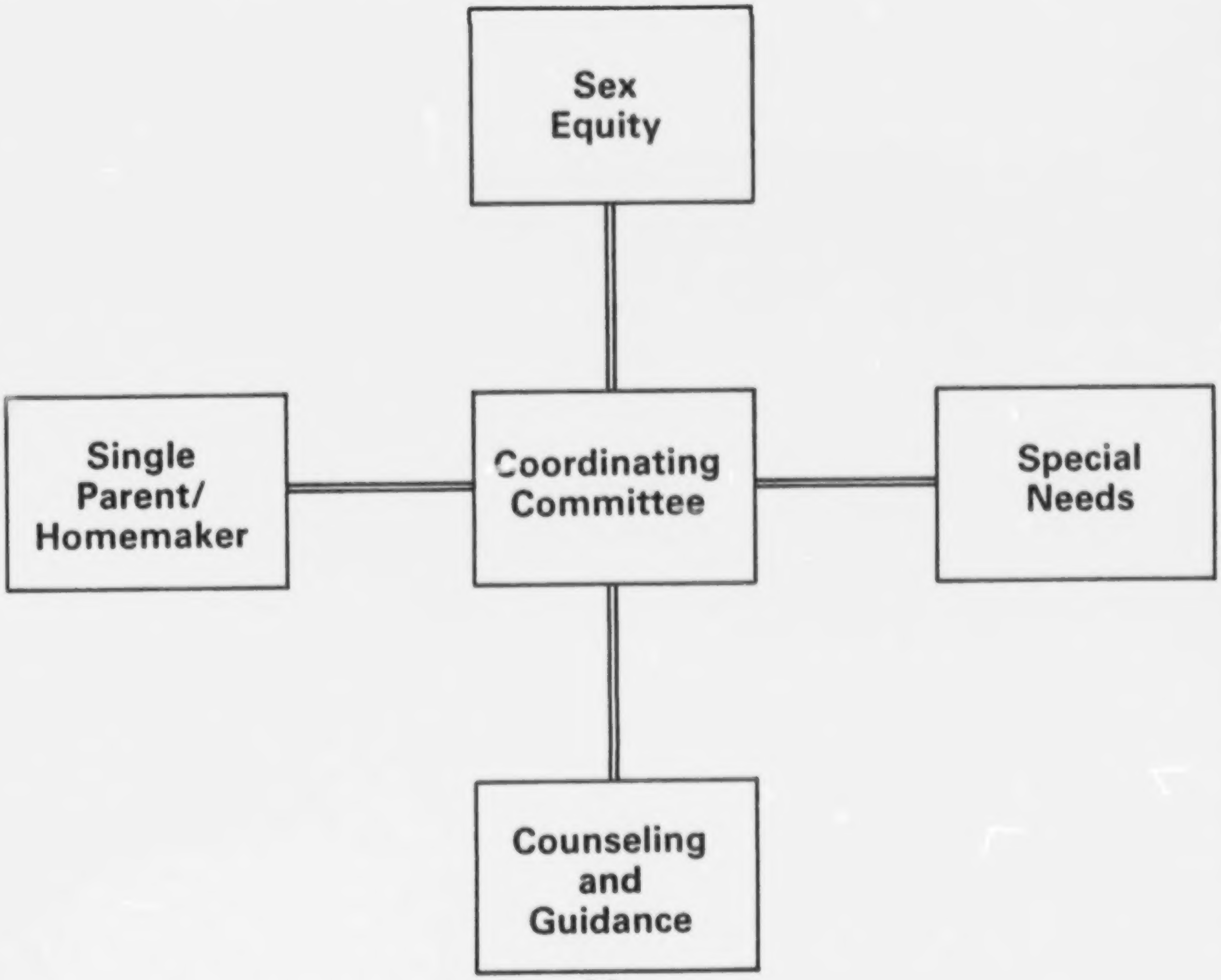
For other possible ways to organize and structure committees, see Example 2D.

EXAMPLE 2D
STUDENT SERVICES COMMITTEE ORGANIZATION

Model I: One committee encompassing all four areas.


Regional Student Services Committee
Counseling and Guidance
Special Needs
Single Parent/ Homemaker
Sex Equity

Model II: Up to four separate committees for each area meeting together in a coordinating committee when appropriate.


Sex Equity
Single Parent/ Homemaker
Coordinating Committee
Special Needs
Counseling and Guidance

C Roles and Responsibilities

There is a suggested general group of activities with which each SSC should be involved. These activities are

1. Insure student services are articulated among all levels of education of EFE;
2. Assess the needs for student services;
3. Develop a student services plan to meet identified needs;
4. Implement a student services plan;
5. Evaluate the effectiveness of the student services plan for the region; and
6. Facilitate a balanced program which addresses the needs of students for guidance and counseling, sex equity, single parent/homemaker, and special needs.

Specific roles and responsibilities related to the above activities are many and should be understood by all SSC participants. The following are specific responsibilities that a member of a SSC will have:

1. Attend regular meetings, provide input on topics relevant to the committee's operation, and participate on sub-committees if needed. Sub-committee involvement may depend upon the members' expertise in the development of particular student services activities for meeting plan goals.
2. Participate in developing and implementing a comprehensive student services plan. This will include participating in developing needs assessment and evaluation instruments for the region.
3. Adopt a regional "mind set" and develop goals, objectives and activities which will increase the quality, access and efficiency of student programs for the region. Thinking regionally requires members to develop activities from which the committee as a whole could benefit.

4. Assist in leadership of the committee. This may include chairing or co-chairing SSC meetings, and assisting in developing agendas, locating resource personnel and materials, and working with the System Director.

5. Members are representatives of their respective institutions. They should share SSC meeting outcomes with other members of the LEA staff.

6. Advocate and promote regional student services. This may include using the SSC as a unified group to effect change for student services in the region and to increase visibility which would improve public relations.

7. Make recommendations and provide direct communications to the Board of Control.

D. Rationale and Policies

Reading over the rationale and policies already developed by other SSCs in operation can reveal much in the methods of successful operation of a regional committee. Many committees combine rationale and policy statements on one page, while others keep them separated. Both procedures have worked well. The length and detail of the rationale and policies depend on the total scope and depth of services the particular regional student services providers wish to offer and activities they hope to accomplish. Requirements of Section 3 of the EFE plan should be considered when the rationale is being addressed.

1. Rationale

Regional rationale statements usually provide a description of the general philosophy behind student services and set the parameters for the role and function of the SSC. The following is an example of a SSC rationale statement written by the Tri County Regional Vocational Delivery System:

> Student services should provide the support services necessary to enable students

> in EFE programs to fully participate in the career decision making process, to succeed in instructional programs, to make the transition from the educational setting to the work place or to further work related education, and to meet the special needs of specific populations. They are dedicated to the well-being and positive development of the regional student population.

Included with this statement was a listing of methods to be used to accomplish the philosophies set forth in the rationale. The listing included the following:

a. Articulation of student services in and among all levels of the EFE region.

b. Identification of the needs of students which the student services can address.

c. Development of a coordinated regional plan for student services.

d. Development of a balanced regional delivery system program which addresses the needs of students in the areas of career development, counseling and guidance, sex equity, single parent/homemaker, and special needs.

e. Facilitation of quality guidance services in the EFE delivery system.

f. Staff development activities to keep delivery system personnel updated and informed.

2. Policies

While the rationale details the role and function of the SSC, the policies deal directly with aspects of committee membership, structure, and organization. Writing policies for a regional committee can lead to heated debates. There must be policies set for membership, voting rights, the length and number of meetings to be held, who should be on which committee, and how many separate committees there should be.

Listed here are topics which SSCs have included in policies for their committees. A brief explanation follows each in order to clarify which aspects were considered:

a. Membership—which persons are appropriate to sit on the committee and how many representatives should participate from each school district in the region.

b. Structure of the committee(s)—how members will be organized into the committee and/or sub-committee structure.

c. Relationships to the Board of Control and System Director—how the committee will keep informed of committee operation through periodic reports and presentations.

d. Meeting scheduled including time, length, and location—for example, "The committee will meet the first Friday of every month from 1:00 to 3:00 in the board room at the community college."

e. Leadership including type, duties, and length of term—for example, "The chairperson shall be elected for a term of one year and shall be responsible for leading committee meetings, and developing agendas with the System Director."

f. Roles and responsibilities—there may be a listing describing specific responsibilities, such as "Assist in the leadership of the committee" or "Act as the meeting secretary and disseminate minutes to members."

g. Staff development intentions—inservice/workshops to be presented to students and training programs for committee members to update their professional skills.

h. Voting procedures—questions answered here may include how many votes should each school representative be entitled to and which members will sit in ex officio.

In order to help visualize how actual SSC rationale and policies are written, organized, and presented, the following examples, 2E and 2F, have been taken from current SSC plans.

E Organizational Charts

Organizational charts pictorially demonstrate how positions and committees within an organization relate to each other. These charts also demonstrate the chain of command and organizational relationships. Generally, two types of lines are used on an organizational chart: a solid line, denoting authority, and a dotted line, denoting cooperation and/or relationships.

Regional organizational charts should have, at the top, the Board of Control as the senior governing entity. Positions/job titles are listed under the board, keeping in mind that length of line and level placement denotes position within the regional structure. While the organization chart does not describe tasks involved in a particular job or position, it does tell us who reports to whom.

In general, the placement of SSCs on regional organizational charts are under the system director at an equal level or above general advisory committees, equal level to administrative councils (system principals), and above general program committees. Placement, of course, depends upon the roles, responsibilities, and relationships which are applicable to the SSC in your region.

EXAMPLE 2E
Kishwaukee Education Consortium

GBO PLAN: PART A

PROGRAM DESCRIPTION AND MANAGEMENT

Rationale and Policies

REGIONAL GUIDANCE SERVICES RATIONALE AND POLICIES

Regional Guidance Services are dedicated to the well being and positive development of the regional student population. This will be achieved in a number of ways:

1. Facilitate overall direct and quality counseling services to students by
   a. Providing and coordinating resources on a regional basis
   b. Regional networking amongst counseling personnel to brainstorm and share ideas and resources
   c. Organizing ongoing training to update personnel

2. Educate, provide resources to, and network with regional staff members (teachers, administrators, etc.)

3. Educate, provide resources to, and network with the wider regional community where appropriate (parents, other agency personnel, private sector personnel, etc.)

4. The Guidance Services Committee will assist in serving as a catalyst to identify and coordinate regional guidance services to facilitate cooperation amongst the various groups involved, and facilitate quality guidance services in the region.

POLICIES

1. Regional Guidance Services has a commitment to regional planning, implying annual reevaluation of the GBO Plan.

2. The Governing Board will demonstrate support by agreeing to release members to participate, as appropriate, in meetings and activities of the GSC.

3. The GSC will meet and be organized as follows:
   a. Two-hour monthly meeting at a regular pre-scheduled time. Subcommittees will meet as needed. Site to be at Kishwaukee College.
   b. Membership will consist of at least one counselor from each school. In addition, one regional representative from the special needs committee may be a member of the GSC. Other appropriate persons interested in membership may petition for membership.
   c. Each school will be represented by one vote.
   d. The chair of the GSC will be elected from the members for a one-year term. The chair will work in conjunction with the GSC to develop an agenda prior to the meeting, and will facilitate the meeting.
   e. A KEC staff member will act as the meeting secretary and will disseminate minutes to members and others as designated prior to the next meeting.

EXAMPLE 2F

GBO PLAN: PART A

PROGRAM DESCRIPTION AND MANAGEMENT

Rationale and Policies

TRI COUNTY REGIONAL VOCATIONAL DELIVERY SYSTEM

RATIONALE

Student services should provide the support services necessary to enable students in Education for Employment programs to fully participate in the career decision making process, to succeed in instructional programs, to make the transition from the educational setting to the work place or to further work related education, and to meet the special needs of specific populations. They are dedicated to the well being and positive development of the regional student population. This will be accomplished by the following:

a. Articulation of student services in and among all levels of the Education for Employment region.

b. Identification of the needs of students which the student services can address.

c. Development of a coordinated regional plan for student services.

d. Development of a balanced regional delivery system program which addresses the needs of students in the areas of career development, counseling and guidance, sex equity, single parent/homemaker, and special needs such as handicapped, economically disadvantaged, and limited English proficiency.

e. Facilitation of quality guidance services in the Education for Employment delivery system.

f. Staff development activities to keep personnel of the delivery system updated and informed.

POLICIES

Membership

1. The Student Services Committee shall be composed of counselors from each member school and the community college and other individuals as appointed. Other appropriate persons interested in membership may petition for membership.

2. The system director shall, to the extent possible, represent the Board of Control at all meetings.

Organization

1. The composition and performance of the Student Services Committee shall adhere to all state and federal statutes, rules, regulations, and guidelines.

2. The Board of Control will demonstrate support by agreeing to release members to participate, as appropriate, in meetings and activities of the Student Services Committee.

3. A minimum of four half-day meetings will be held during the year. The system director or Student Services Coordinator may call other meetings as needed. Subcommittees will meet as needed.

4. Each local school will be represented by one vote.

5. A chairperson shall be elected to serve a one year term for the committee. This may be the system director, committee member, or student services coordinator, or any other person as designated by the Student Services Committee.

6. The system director shall work with the Student Services Chairperson to establish meeting times and places, formulate agendas, and assure proper committee operation.

7. Necessary information and materials shall be disseminated to members by the chairperson in cooperation with the system director.

The following are examples of organizational charts taken from SSC plans developed during 1987-88. Take note of the SSC's relative position in relation to other committees on the chart. (See Examples 2G and 2H).

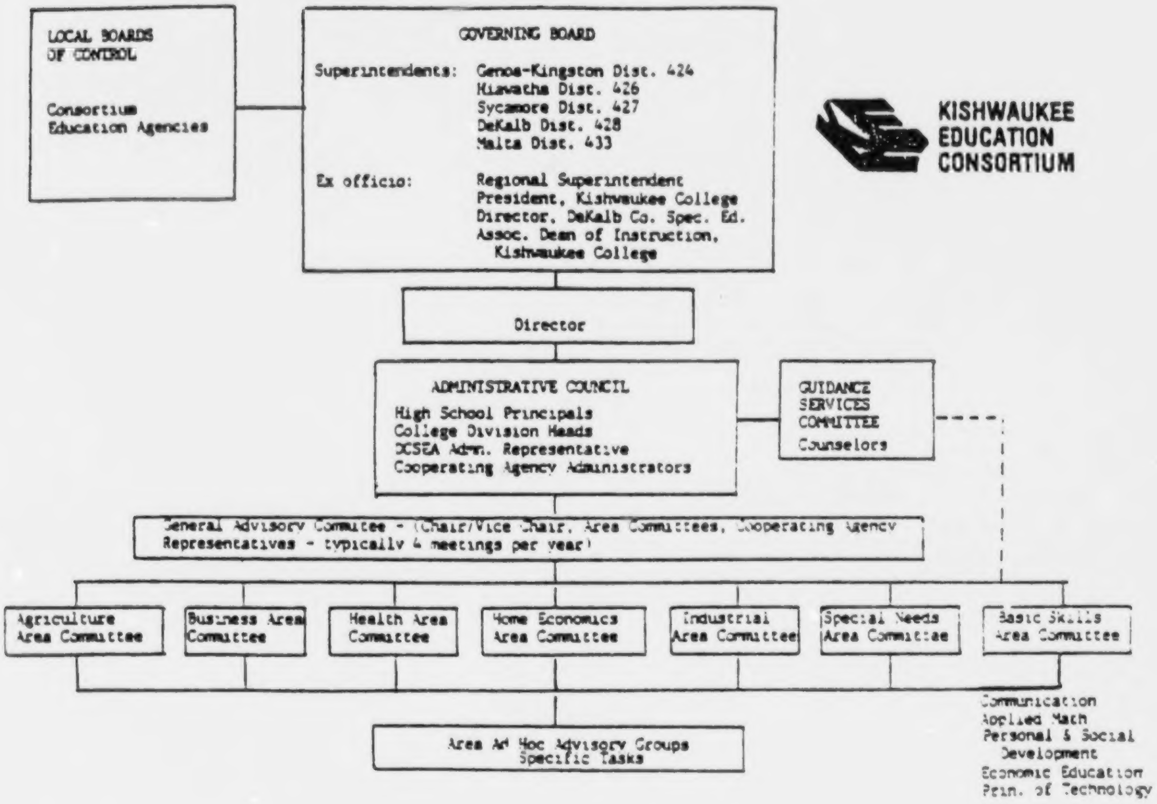
EXAMPLE 2G
Kishwaukee Education Consortium

GBO PLAN: PART A

PROGRAM DESCRIPTION and MANAGEMENT

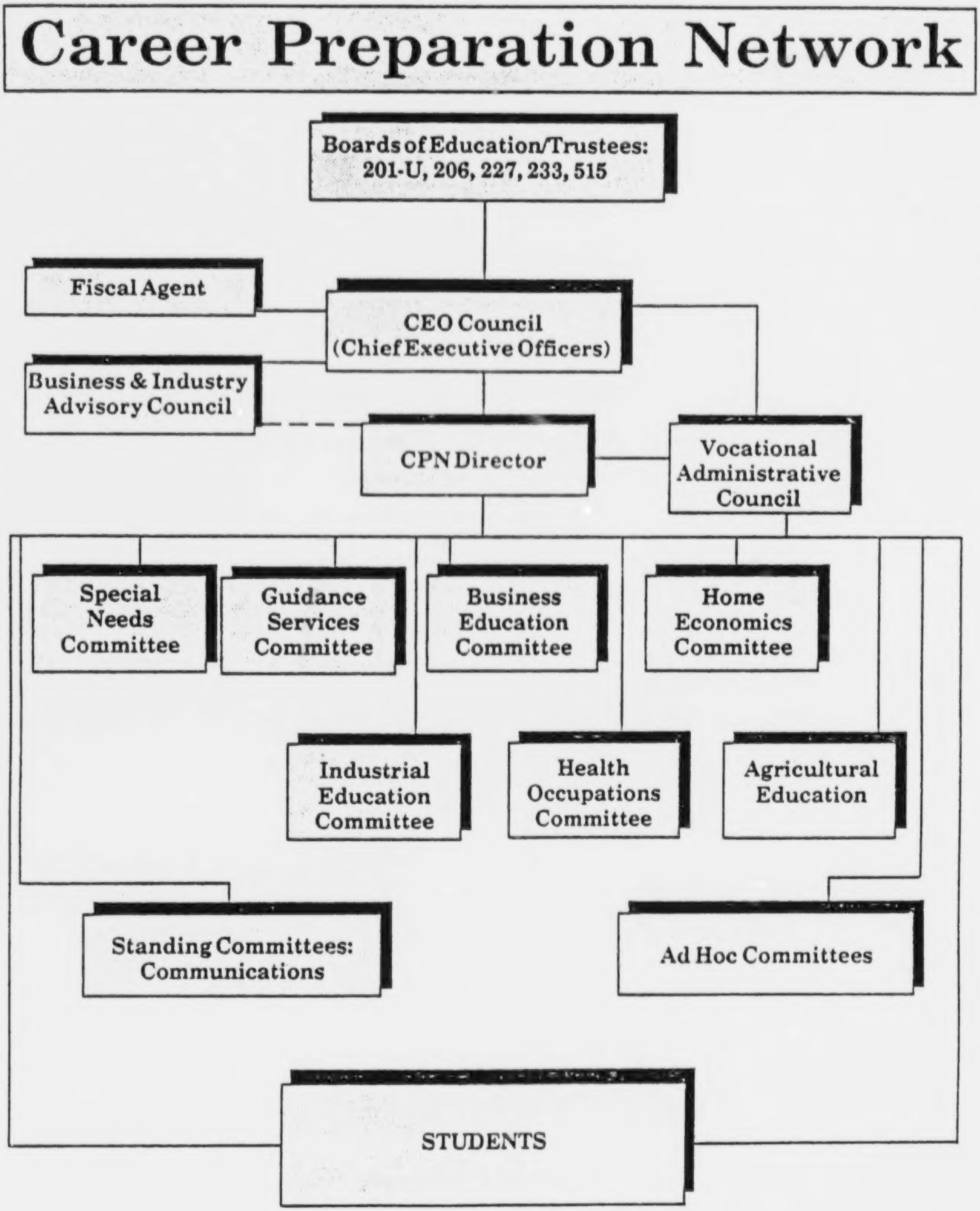
Organizational Structure and Division of Responsibilities: Organizational Diagram

STRUCTURE FOR ADMINISTRATION, CURRICULUM & STAFF DEVELOPMENT


LOCAL BOARDS OF CONTROL
Consortium Education Agencies
GOVERNING BOARD
Superintendents: Genoa-Kingston Dist. 424
Hiawatha Dist. 426
Sycamore Dist. 427
DeKalb Dist. 428
Malta Dist. 433
Ex officio: Regional Superintendent
President, Kishwaukee College
Director, DeKalb Co. Spec. Ed.
Assoc. Dean of Instruction, Kishwaukee College
KISHWAUKEE EDUCATION CONSORTIUM
Director
ADMINISTRATIVE COUNCIL
High School Principals
College Division Heads
DCSEA Adm. Representative
Cooperating Agency Administrators
GUIDANCE SERVICES COMMITTEE
Counselors
General Advisory Commitee - (Chair/Vice Chair, Area Committees, Cooperating Agency Representatives - typically 4 meetings per year)
Agriculture Area Committee
Business Area Committee
Health Area Committee
Home Economics Area Committee
Industrial Area Committee
Special Needs Area Committee
Basic Skills Area Committee
Communication
Applied Math
Personal & Social Development
Economic Education
Prin. of Technology
Area Ad Hoc Advisory Groups Specific Tasks

EXAMPLE 2H

Career Preparation Network


Career Preparation Network
Boards of Education/Trustees: 201-U, 206, 227, 233, 515
Fiscal Agent
CEO Council (Chief Executive Officers)
Business & Industry Advisory Council
CPN Director
Vocational Administrative Council
Special Needs Committee
Guidance Services Committee
Business Education Committee
Home Economics Committee
Industrial Education Committee
Health Occupations Committee
Agricultural Education
Standing Committees: Communications
Ad Hoc Committees
STUDENTS

CHAPTER 3

STUDENT SERVICES COMMITTEE OPERATION

This chapter covers the various management tasks which will contribute to the successful operation of the student services committee. The key considerations in the operation of a student services committee are

A. Leadership in Regional Student Services

In organizations embarking on a major change, leaders must help individuals test their present assumptions, dare to envision new possibilities, and create structures that will institutionalize the change. This task will require both leadership and management skills. While both managers and leaders are committed to the accomplishment of organizational objectives through the efforts of others, management and leadership are not interchangeable words. Managers are not always leaders and leaders are often not managers. Managers are committed to maintaining the status quo of the present organization; leaders are dedicated to empowering others to challenge the status quo, enduring the costs of change, and organizing systematic, purposeful actions that enhance the capacity to move resources in ways that bring into reality the changes they envision. Managers create structures for maintaining what has been successful in the past; leaders create structures that allow for the incorporation of ideas needed to make a difference in the future. Managers try to control change, while leaders make change happen. Leadership is about change and transformation.

Managers have formal institutional power (e.g., position power; reward, connection, and coercive power; and information power) as the basis through which they can meet their assigned responsibilities. They may or may not possess the expert or personal powers that are characteristic of effective leaders. Often leaders must accomplish objectives through cooperation and collaboration. They not only lack authority, they also lack formal institutional resources to reward others for accomplishing organizational objectives. Instead, they must use the personal, expert, information, and informal position power which they possess as individuals.

While the regional guidance services concept has the formal institutional power base of the Illinois Office of Education behind it, student services committee members answer to another formal institutional power base, the local educational agencies who employ them. Leaders of student services committees are tasked with obtaining cooperation and collaboration from a diverse group of personnel to accomplish objectives provided them by an external power base that lacks the depth of resources needed to bring the objectives into reality without local agency cooperation. This is like providing fresh, untested water and leading a horse to it, but not being able to make the horse drink. Creating in the horse the desire to drink is the challenge of leadership. Leadership is getting others (even those who disagree) to want to implement a concept or directive in the best way possible. Leaders of student services committees may be called upon to lead effectively when their own managers may not be committed totally to the change they have assigned them to bring about. As change agents, they must lead their colleagues to envision a new way of organizing that will better meet both their individual professional needs and the needs of their constituents.

Accomplishing the implementation of an effective regional student services system means that the student services committee chairperson has met several leadership challenges successfully. One characteristic of such a leader is a personal belief in the task. This leader believes in the concept and promise of regional student services and leads others by modeling this belief. Next, this leader has inspired in others a shared vision of what could be. Third, the leader has identified, organized, and used effectively all of the power available to her or him. Finally, through the efforts of the student services committee members, the leader has implemented a strategy for winning local institutional support. Let us look at each of the tasks necessary for meeting these leadership challenges.

1. Modeling the Way

   Some leaders are born; most people who take on leadership tasks, however, must work at becoming effective leaders. They must risk dreaming about possibilities, listening effectively even when they know they may not like what they hear, daring to say "What if...," making mistakes and learning from them, empowering others, recognizing the contributions of others, celebrating achievements large and small, and planning purposeful actions. They are individuals who choose to respond rather than react; they choose to change initiatives. They know they cannot change yesterday; they cannot go back in time and change the input that resulted in a decision to embark on a major change. However, they recognize that they can change the way they respond to yesterday. Rather than struggling to intervene in the past, they choose to begin seeing possibilities. They commit to inspiring others to create a vision of the future toward which they can all work. They search for opportunities and plan to overcome barriers. They see change as the possibility for growth and they see growth as positive. They lead by being willing to look for possibilities and challenging others to do the same. They search for tools and techniques that enable them to help others be creative in positive ways. They know that the first step in teambuilding is to manage oneself.

2. Creating a Shared Vision

Leaders help others believe that a regional student services system will be of value to them. They enable members to identify the advantages of sharing student services resources and of offering a comprehensive approach to the delivery of constituent services. Accepting and acknowledging the question of "What is in it for me?" as a valid question is a first step in discovering value. A dialectical thinking process can be used to help members identify concerns and constraints they have and create a shared vision. There are multiple steps in this two-stage process.

a. Stage One—Listen. Leaders must first listen exquisitely to those who have concerns about the reasons for doing a task, even when they anticipate not liking what they believe they are going to hear, feel uncomfortable with taking time for negativity, or do not agree personally with the concerns. Second, they must verify that they heard the concerns accurately. Third, they must acknowledge the concerns as valid (even though they do not agree with them, they may not try to change them at this point). And fourth, they must allow enough time for this stage so that all of the concerns get acknowledged and recorded.

One way to accomplish this stage is to use a **Brainstorming with Anonymity** technique. Early in the process of organizing a student services committee, the leader should take time to give a general overview of the task of the student services committee and then ask, "What challenges will we face in accomplishing this?" Putting participants into triads, the leader should ask each group to identify reasons why this task might be difficult to accomplish and ask each group to designate an individual who will record all of the concerns generated and report for the group. When sharing triad findings in the larger group, have each recorder report concerns not previously reported by other groups. Record all concerns reported on newsprint. Post the sheets on the wall for all to see. Do not allow anyone to evaluate, judge, or disagree with any of the concerns reported. When the process has run its course, acknowledge **all** of the concerns as valid and close this stage without responding to any of the concerns.

You now have valuable information about the attitudes and constraints of your colleagues in this venture. You may want to meet with specific individuals to gather additional information about their needs and environments. Again, listen, verify, and acknowledge. Do not argue, disagree, advise, or sell them on the necessity of the change. **Just listen!** Individuals in the helping professions have developed skills to do this step well.

b. Stage Two—Search for Opportunities. The second step in creating a shared vision is to pose a "What if...?" question. Using the same **Brainstorming with Anonymity** process from stage one, ask the triads to list all the benefits of organizing student services on a regional basis. Record all the suggestions and post the sheets of benefits on the wall. As the groups report the possibilities and piggyback on the contributions of other triads, a vision of what could be will emerge.

The last step in this stage is to ask the group to study both lists and ask, "How can we have the benefits we have just listed and overcome the concerns and constraints we have also identified? Let us explore ways to incorporate what could be into our present reality!" List the alternatives and any conditions that emerge from the discussion. The process suggested in stages one and two is illustrated in Figure ?.

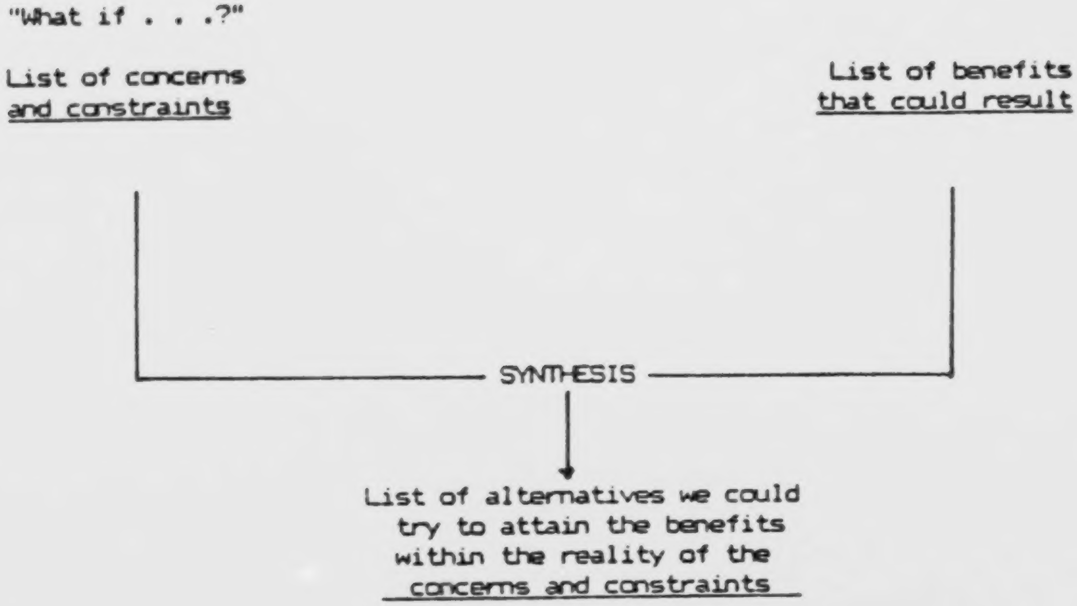
3. Using all of Your Power

An effective leader understands power. Leaders can draw power only when they are plugged into power outlets. Leaders of student services committees need to be aware that they are leading a group of experts and have a rich diversity of expert power available to them.

Student services committee members are professionals who have had extensive, specialized training and are fairly autonomous. They have the freedom to decide how to accomplish their tasks and they also tend to identify with their profession rather than with their school. Leading a group of professional colleagues presents a unique challenge. When a group of colleagues is involved, leadership effectiveness is not measured simply. Leadership of such a group involves the effective use of one's skill in helping others solve their problems, one's ability to challenge others to strive for better management of resources, and one's ability to assess the skills and interests of each committee member and make compatible task assignments. The student services committee leader must be able to negotiate effectively in an arena of give and take, bounded by diverse organizations over which she/he has little control. The players who came to this arena may have needs that cause them to suggest goals that conflict with the goals of other players.

Figure xx

GENERATING NEW ALTERNATIVES


"What if . . .?"
List of concerns and constraints
List of benefits that could result
SYNTHESIS
List of alternatives we could try to attain the benefits within the reality of the concerns and constraints

The student services committee leader will need to reconcile conflicting goals.

To forge working linkages between the various groups delivering student services, the leader may have to form coalitions, generate rapport between strong factions, and engage in informal, one-to-one problem-solving discussions. The challenge is to influence the various organizations and professionals to share expertise and financial, material, and time resources. The accomplishment of these tasks require the leader to organize and manage the expertise of his or her colleagues effectively. Political and diplomatic skills are of great value as is the ability to view all people in positive ways.

There are two major types of tasks that student services professionals must accomplish. They must provide a variety of services to people and they must complete the paperwork necessary in generating and accounting for the use of the resources that allow them to operate effectively. Student services professionals bring a diversity of skills and interests to these tasks and can be viewed in relationship to the resources they have on the two continuums of paper work and people. Some professionals have many resources for paperwork, while others have many resources for providing people services. Still others have both paperwork and people resources. The effective management of the resources available depends upon an accurate analysis of the potential and interests the various professionals possess along these two continuums.

The resources available to student services personnel consist of four major types. First, there are the human resources, which consist of the skills, values, attitudes, commitment, and confidence of the professional cadre. Next, there are the resources of climate that are generated by the functional management styles of the various LEA administrators, such as teamwork, stress, communication networks, and the opportunities available for personal growth. Third, there is the operating capital available through methods, materials, schedules, locations, and equipment. Finally, there are resources available as related to the administrative support present. These resources are manifested by personnel policies, time allocations, budgets, job assignments, case loads, and beliefs about the role of student services and the contributions student services professionals can make to the local system.

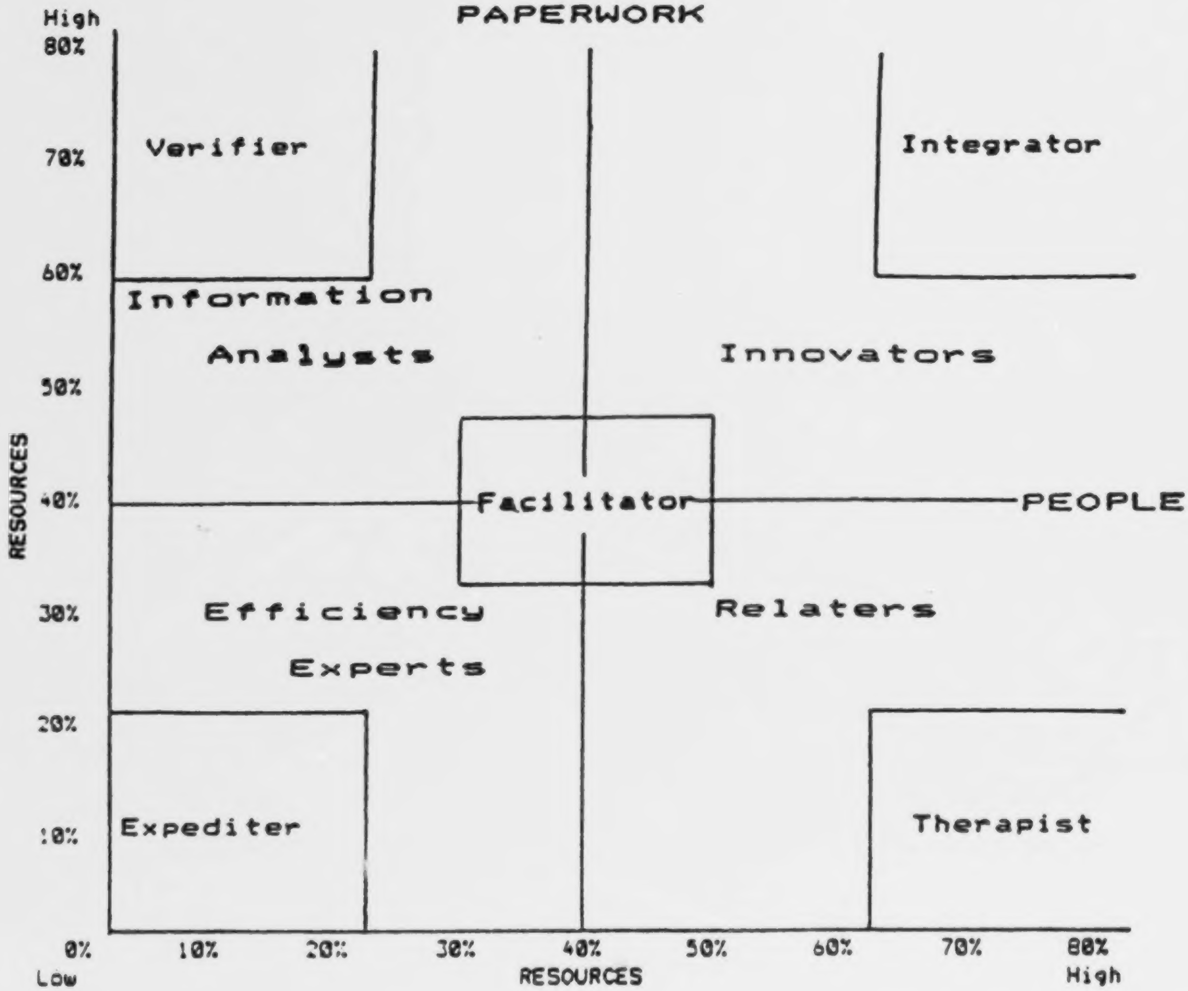
In analyzing and using effectively the resources available to student services, it may be helpful to visualize the two continuums as intersecting each other and classifying student services personnel according to the resources they have available for paperwork tasks. Figure ? illustrates this concept.

Student services leaders will better use the power available to them if they can identify the types of people they have on their committee and assign tasks that are compatible with the resources members possess. The contributions the five types can make to student services committee operation can be summarized in the following ways:

Types	**Characteristics**	**Preferred Tasks**
Verifiers	Methodical	Analyze information
	Realistic	Design and conduct surveys
	Logical	Write objectives and plans
	Rational	Prepare budgets, proposals
	Planners	Plan and manage information systems
Expeditors	Decisive	Initiate problem solving
	Practical	Suggest ways to better use time
	Productive	Meet deadlines efficiently
	Quick study	Analyze what is needed
	Action oriented	Use political networks to get results
		Test reality of plans
Therapists	Relate to others	Take care of group functions
	Idealistic	
	Stable	Look for ways to reduce risk

Figure ??

STUDENT SERVICES PERSONNEL TYPES ACCORDING
TO RESOURCES AVAILABLE FOR TASKS ON THE
PEOPLE AND PAPERWORK CONTINUUMS


PAPERWORK
High
80%
70%
60%
50%
40%
30%
20%
10%
0%
Low
RESOURCES
Verifier
Integrator
Information Analysts
Innovators
Facilitator
PEOPLE
Efficiency Experts
Relaters
Expediter
Therapist
10%
20%
30%
40%
50%
60%
70%
80%
High
RESOURCES

Resources

HUMAN
Skills, values, attitudes, commitment, confidence. . .

CLIMATE
Mgmt. style, teamwork, stress, communications, personal growth opport. . .

OPERATING PROCEDURES
Methods, materials, schedules, locations, equipment. . .

ADMINISTRATIVE SUPPORT
Personnel policies, time, budgets, job assignments, case load, beliefs. . .

	Conservative	Identify what is presently working well
	Listen emphatically	Facilitate personal interactions
Innovators	Change oriented	Identify new alternatives
	Idea oriented	Synthesize information
	Imaginative	Design new approaches
	Reflective	Test limits and assumptions
	Visionary	Lead consensus tasks
		Delay taking precipitous action
Facilitators	Sensitive to environment	Observe and report on group dynamics
	Able to compromise	Draw others out; clarify positions
	Listen actively	Test consensus
	Integrate well	Suggest compromises
	Negotiate to create win/win results	

4. Winning Support

A second major source of power comes from administrative support. Student services committees need to tap local institutional resources if they are to be as effective as possible. Several tolls that can be used to create a strategy for winning administrative support have emerged recently. These tools are based on Carl Jung's 1930 findings on personality types. Jung identified four basic brain functions: thinking, intuition, sensation, and feeling. A multitude of scholars have expanded Jung's research and have tested a variety of applications of personality types to organizational development.

One organizational development tool of great value in winning support for a student services committee is the "principle profile." School administrators can be classified by personality type as can any other individuals or group of individuals. Each type has a preference for a specific kind of information, structure, accountability practices, and goals. Knowledge of the types of administrators from which you must win support will enable you to provide them with the information they consider significant for determining resource allocations.

The four personality types you will find in school administrative positions can be classified as analytics, structuralists, humanists, and creatives. How knowledge of personality types can help provide administrators with appropriate information can be illustrated as follows:

	Questions asked by			
Issues	**Analytics**	**Structuralists**	**Humanists**	**Creatives**
Accountability	"What kind of cost/benefit data will you report?	"What procedures will you use?	"How can you measure personal growth?	"Will you assess the total picture?"
"Plan"	"What will it cost?"	What tactics will be used?	"Who will be involved?"	"How will people be involved?"
"Growth"	"How will we profit?"	"What will our share of the market be?"	"How will the team be developed?"	"How will you develop synergy?"
Structure	"How will money be accounted for?"	"Who will report to whom?"	"How can we be autonomous?"	"How can we coordinate our activities?"

When dealing with an analytic, one needs to explain in detail how problems will be solved, to provide documented facts, to proceed deliberately, and to be patient, organized, and logical. Analytics need precise, quantitative data. They want to know what it will cost (to the penny) and what the profit will be. Structuralists are interested in control and statistics. They want to see the organizational chart; look at historical, present, and predicted enrollment statistics; read the procedures manual; and know who else has done it this way and how it worked out. Humanists are interested in the people who are involved and how the structure will facilitate their work. They want to know who will be involved in making decisions and how their input will be used. They want to hear success stories about how it has worked for other people and how specific students have been helped. When dealing with creatives, you want to talk about alternatives that exist, how ideas are going to be generated, and how you conceptualize a broadly-based student services system. You need to describe how linkages will be developed and how they will keep the services flexible and responsible to emerging needs. When dealing with creatives, be enthusiastic and involve them in the drama; tell stories of how this will help them better deal with the future.

It is important to realize that each student services committee leader has a personality type profile and that it influences the approach she/he uses to lead and to win support. The key to successful communication with other people is to use a language they understand. This means that leaders must be flexible and adapt to the preferred style of others. People in the helping professions are taught to do this. Matching the pace of the other individual shows that you respect him or her and helps you develop the rapport necessary to begin to work on the changes desired.

Leaders of student services committees must meet the challenge of providing the type of environment that will enable student services personnel to envision and conceptualize the organization they deem necessary to provide quality professional services to their constituents. They also must help others plan purposeful strategies to implement these services within the limits of their environment. These tasks are worthy of striving for excellence in leadership.

B. Staff Development

When individuals are asked to participate on a committee or within an organization, more often than not their level of participation and commitment are contingent upon two factors: personal dedication and benefits in participation. Of all the positive benefits for being involved in a SSC, staff development is probably the easiest to communicate to committee members, i.e., "what's in it for them."

Staff development is a topic which many times is overlooked or is considered to be a nice thing to do if there is enough time. In reality, it could be easily said that a good staff development plan is essential to the success of any organization, agency, or company. A SSC is no different. If one is looking to develop the *esprit de corps* of a SSC, one will need to develop and implement a successful staff development program.

Providing regional student services will require expertise on many topics. The SSC will be developing a regional plan based on assessment results which reflect needs from a diverse student population. In providing services, SSC members will need to enhance their skills in those need areas which they feel their competencies are less developed. It is, therefore, essential that the staff development plan be based on needs as identified from a needs assessment and reflect professional development activities in the areas identified. The staff development plan should be included as an essential part of the overall regional student services plan and, as such, should be presented to the board of control as necessary regional activities and funded expenditures.

There are many methods which can be used to meet staff development needs. Staff development methods include the following:

1. Attending workshops and conferences;
2. SSC meetings/inservices regarding specific topics;
3. Consultation with experts from within or outside the region;
4. Membership in professional organizations;
5. Field trips to institutions, businesses, or other regional committees/systems;
6. Participation in internships, apprenticeships, and leaves of absence; and
7. Additional coursework.

The staff development program should begin with gathering information on SSC member needs. The focus here is to gather information which will reflect areas of need for improving committee member competencies. Information gathered should give direction for planning, developing, and implementing professional development activities. Committee members need to see the relationship of their membership and their committee work to how their needs can be met both personally and professionally. The major point is that if individual competencies are enhanced, this will in turn improve individual skills in delivering regional student services.

Two examples of instruments used for gathering SSC member needs are included in this chapter (see Examples 3A and 3B). Both of these assessments have been used by a number of SSCs in the state. Methods for administering the assessments have varied, but a suggested method would be to

1. Distribute the assessment prior to a SSC meeting. Give enough time to distribute, collect, and tabulate the results, so the SSC can discuss the findings at the meeting.

2. Prepare a handout which gives the details of the findings of the assessment, give copies to all members, and discuss those topics/items which had the most number of responses or represent the highest need.

3. Have the committee prioritize the needs identified from the assessment. Once prioritized, the committee could then begin exploring possible activities/methods they would like to use to address the needs.

Once you have completed a member needs assessment, you will have a document from which you can draw agenda items that are of personal interest for committee member work for many meetings to come. A prioritized list of needs is a good starting point for contacting regional consultants (e.g., guidance, Building Fairness, special needs), and using their expertise on ways to assist in meeting staff development needs.

EXAMPLE 3A

NEEDS ASSESSMENT

SECTION I - MANAGEMENT AND LEADERSHIP

Please rank each of the following items in SECTION I from 1 to 9. A ranking of 1 would indicate you have no need for information or training in that area. A ranking of 9 would indicate you have a great need for more information or training in that area. Place one number from 1 to 9 in the blank before each item in SECTION I.

PART A - Program Management Objectives

_____ 1. Developing/implementing a process of regular needs assessement

_____ 2. Developing and maintaining a guidance program plan

_____ 3. Developing/implementing a system for program evaluation

_____ 4. Writing regular accountability or progress reports

PART B - Leadership Objectives

_____ 1. Providing consultation and assistance to faculty, community and others on issues related to effective development in students (e.g., teacher in-service on helping students with self concept problems)

_____ 2. Participating in the design and maintenance of school and non-school activities which extend the goals of counseling and guidance (e.g., curriculum revision)

SECTION II - DIRECT SERVICE OBJECTIVES

In SECTION II there are two blanks before each item. In the first blank (column C) rank the items from 1 to 9 as you did in SECTION I. A 1 indicates you have no need for further information or training and 9 indicates you have a great need for further information or training. In the second blank (column S) rank the items from 1 to 9 based on your perception of the level of student need in your school. A ranking of 1 would indicate no student need and a ranking of 9 would indicate great student need.

C S

_____ _____ 1. Providing general counseling services to all students and specific counseling to students, based on results of need assessment (e.g., group counseling on exploration of self concept)

_____ _____ 2. Assisting students to become aware of themselves and their values

C	S	
		3. Assisting students to identify and clarify their interests in relation to occupational choice
		4. Assisting students to identify abilities, skills, and aptitudes
		5. Providing students with labor market information
		6. Providing students with current occupational information and future trends (including job descriptions, wage/salary information, and training and education requirements
		7. Providing students a system for decision-making
		8. Providing students information on specific training programs and academic institutions
		9. Providing a system for academic advisement/curriculum planning (e.g., use of an ICP)
		10. Providing information about financial aids for future training and education
		11. Providing a system for assisting in job placement of students
		12. Identifying and assisting students with special needs
		13. Assisting students to be aware of issues of sex equity
		14. Providing a system for instructing students in strategies for finding employment including resume writing, interviewing and job hunting strategies
		15. Providing a system for instructing students in job keeping skills

EXAMPLE 3B

STUDENT SERVICES COMMITTEE

NEEDS ASSESSMENT

Please rank each of the following items on a scale of 1 to 10. A ranking of 1 would indicate you have no need for information or training in that area. A ranking of 10 would indicate you have a great need for more information or training in that area. Place one number from 1 to 10 in the box to the right of each statement.

SECTION I - MANAGEMENT AND LEADERSHIP

PART A - Program Management Objectives

1. Developing/implementing a process of regular *needs assessment*
2. Developing and maintaining a guidance *program plan*
3. Developing/implementing a system for *program evaluation*
4. Writing regular *accountability or progress reports*

Part B - Leadership Objectives

1. Providing *consultation* and assistance to faculty, community and others on issues related to effective development in students (e.g., teacher in-service on helping students with self concept problems)
2. Participating in the *design* and maintenance of school and non-school *activities* which extend the goals of counseling and guidance (e.g., *articulation*)

SECTION II - DIRECT SERVICE OBJECTIVES

A Counseling

1. Providing *general counseling* services to all students (e.g. one-on-one)
2. *Specific group counseling sessions* based on student need assessment (e.g. seminar

B. Career Development					
1. Assisting students to become aware of themselves and their *values*					
2. Assisting students to identify and clarify their *interests* in relation to occupational choice					
3. Assisting students to identify *abilities, skills, and aptitudes*					
4. Providing students with *labor market information*					
5. Providing students with *current occupational information and future trends* (including job descriptions, wage/salary information, and training and education requirements)					
6. Providing students a system for *decision-making*					
7. Providing a system for *academic advisement*/curriculum planning (e.g., use of an *ICP*)					
8. Providing students information on specific *training programs* and academic institutions (e.g. college selection)					
9. Providing information about *financial aids* for future training and education					
10. Providing a system for instructing students in *strategies for finding employment* including resume writing, interviewing and job hunting strategies					
11. Providing a system for instructing students in *job keeping skills*					
12. Providing a system for assisting in *job placement* of students					

The second step in determining your staff development program is to develop a region-wide needs assessment and administer it to all populations which the SSC feels appropriate (e.g., students, parents, and community). This type of assessment is much more in-depth and may require some technical assistance to aid the SSC in development. Methods and examples of this type of assessment will be discussed in the chapter on needs assessment.

The results from a region-wide assessment will give the SSC direction to plan appropriate goals/objectives/activities in facilitating student needs. This assessment will also play a key role in staff development. The assessment results may show, for example, that there is a high need for assisting students to clarify their interests in relation to occupational choice. If the SSC members are not aware of what instruments are currently available to assess students' career interests, this would be an appropriate staff development activity. A resource person/consultant could be brought in during one of the SSC meetings and a session presented on various instruments available, applicability to their needs, and methods of administration. This type of procedure could be used on any number of identified student needs in which the SSC members have indicated an interest. Individual SSC members who have expertise on a topic identified as a need shouldn't be overlooked as resource persons/consultants who could be used for an inservice activity.

The following examples were taken from staff development sections of regional student services plans. They are listed here to provide insight as to what some SSCs have identified as staff development needs and methods for meeting the need.

Staff Development Plan

Area of Interest or Need	**Developmental Methods**
Need to learn methods for planning and implementing a regional student services plan	Day inservice on methods in developing a regional student services plan

Need to learn methods for developing a region-wide needs assessment	Half day workshop to develop a regional needs assessment provided by the regional career consultant
Need to raise awareness of students to non-traditional career choices and sex-role stereotyping	Conduct a Building Fairness assessment. Based on assessment results, apply for a Building Fairness Grant to address identified needs.
Need for updated career materials region-wide	Develop a regional career resource center. Visit sites which have a career resource center in operation. Bring in resource person to assist in developing the center.
Need to make all students, faculty, and parents aware of regional student services	Inservice on developing a SSC newsletter.
Need to explore methods for identifying and assisting special needs students	Devote a SSC meeting for an inservice by the Special Needs Coordinator.

A sample staff development plan from one SSC's regional GBO plan is included (Example 3C).

C. Public Relations/Marketing

The job of getting a SSC functioning is an impressive task, which includes choosing members, forming committees, finding time to meet, and developing regional needs assessments and regional plans. Much time and effort is spent on cooperative efforts to improve services for students, and many important regional activities are being accomplished. If the aspects of a public relations/marketing program haven't been considered, now, while regional student services are in operation, is an opportune time.

EXAMPLE 3C
Career Education Association of North Central Illinois (CEANCI)

GBO PLAN: PART A

PROGRAM DESCRIPTION AND MANAGEMENT
Staff Development Plan

Staff Member	Area of Interest or Need	Developmental Method(s)	Time Involved
Individual Counselors	1. Need to explore and share counselor roles and programs	1a. Shadowing and visiting other schools' guidance depts.	1a. A minimum of 1 day/counselor/year
		1b. Inservice where each school brings sample programs, forms and methods etc. for display to share	1b. A minimum of 1/2 day/year inservice
Individual Counselors	2. Need for inservice time for professional development	2. Counselors should be allowed professional days to attend workshops or seminars for counselor development	2. A minimum of 2 days/year
Student Services Committee	3. Need to write and implement Regional GBO plan	3a. Develop regional GBO plan including revision of draft plan	3a. Monthly meetings as needed
		3b. Monthly meetings of Student Services Committee and/or subcommittees	3b. As needed

The first steps taken in beginning a public relations/marketing program would be to inform school personnel (e.g., students, faculty, and administration) and the general public (e.g., parents, agencies, and business/industry) of what EFE is, its purpose, what it hopes to accomplish, and its advantages. An example of this may be a brochure distributed to applicable audiences (see Example 3D). Other examples of publicizing EFE may be to present general awareness/orientation sessions to the local parent/teacher organization, the chamber of commerce, and local service organizations. Once these steps have been taken, the stage is set for a more in-depth program marketing campaign.

Two key factors in the development and maintenance of a successful regional student services marketing program are to

1. Promote awareness of services

2. Increase support for student services

In order to accomplish this, regional student services must be visible and of importance and utility to all those involved. A good marketing and public relations plan should communicate a positive image of the SSC and the regional services being offered. A SSC will need to show that regional programs are effective, efficient, and that they are meeting program goals. Methods for doing this include the following:

1. Publicity—done for the purpose of attracting positive attention (e.g., posters, advertisements, fliers, newspaper articles, radio, or TV interviews).

2. Visibility—done as a normal part of the regional student services program and also attracts positive attention (e.g., printed program materials, regional SSC brochures, regional student handbooks, and workshop presentations).

3. Networking—sharing expertise with other SSCs and student services providers.

4. Articulation—working with regional program committees, administrative councils, and boards of control to develop program goals/activities.

5. Accountability—documentation and publication of regional student services.

The following are some examples which will help a SSC develop a public relations/marketing campaign, using some of the methods mentioned above.

Publicity and Visibility

1. Develop a SSC brochure of the regional program and services.

2. Develop and distribute a SSC newsletter, including student services activities and labor market trends.

3. Write a series of articles for the local newspaper on a variety of topics related to regional student services (e.g., career planning tips and job search techniques).

4. Make available to students one-page information sheets on career planning, job trends, and job hunting tips.

Networking and Articulation

1. Develop a regional peer advisor/student aide program.

2. Write a series of articles for the student newspapers of the SSC member schools.

3. Invite administrators and teachers to be participants in a regional career day. Have them speak about careers in education.

4. Develop a handbook for teachers of SSC member schools on handling student problems and understanding student career concerns.

5. Develop a career planning package for the parents of students in the region.

Accountability

1. Develop a regional student services plan and distribute and discuss appropriate sections with committees, community groups, and business and industry representatives.

2. Write a SSC progress report detailing goals/activities accomplished and impact made. Distribute to appropriate groups.

3. Develop and administer a regional needs assessment and share the results with appropriate groups.

4. Develop and distribute a follow-up survey of graduates from the regional system schools.

The following example is a public relations/marketing plan from a SSC regional plan (see Example 3E).

D. Evaluation of the Student Services Program

Regional student services are in the process of being implemented across the state. Most SSCs have developed plans and some have begun the process of assessing regional needs. Each SSC in the state will eventually go through the complete program development process, in some form, of assessing need, designing a plan, implementing the plan, and evaluating its effectiveness.

Evaluation within the context of EFE should be designed to assess indicators of student services program quality, efficiency, and expanded student opportunities. These indicators will ultimately illustrate the extent to which the intent of EFE program goals have been achieved. The primary purposes of evaluation within EFE student services programs are to (1) encourage program improvement activities, and (2) maximize the utilization and accountability of state and federal vocational education funding.

Effectiveness of a regional student services program is measured through the evaluation process. Statistics, written evaluations, needs assessments, and follow-up studies are all evidence of the uses and effectiveness of a regional student services program. The evaluation process provides the documentation and assures the accountability of student services programs. Evaluation is the method to demonstrate that the goals and objectives have been met.

EXAMPLE 3E
Tazewell County/Area Education for Employment
Regional Delivery System

GBO PLAN: PART A

PROGRAM DESCRIPTION and MANAGEMENT

Marketing and Public Relations Plan
Marketing Goals: General to Counseling Program

Marketing Goal	Target Population	Method(s)	Staff Responsible	Cost
Increase public awareness of counseling services of the region	Entire region: 1. school boards 2. administrators 3. staffs 4. students 5. parents 6. regional businesses 7. agencies	1. Purchase business cards for all counselors in region 2. Purchase stationery for TCASSC 3. Develop brochure on activities of TCASSC 4. Develop video tape of activities of TCASSC 5. Consider development of counseling news letter	System Director and TCASSC System Director and TCASSC TCASSC TCASSC TCASSC	

Within regional student services there are two types of evaluations:

1. General program evaluation—Is the program effective as a whole and awareness of services and image.

2. Evaluation of services—evaluation of specific objectives within the regional student services plan.

General program evaluation takes a comprehensive look at the regional student services program. This type of evaluation is based on the opinions and perceptions of the regional program by various groups. Because it is based on perceptions rather than statistical data, general program evaluation should not be the only method by which the regional program is judged.

Many sources should be explored in the general program evaluation in order to determine what changes may be necessary. Sources could include

1. Students, faculty, and administration;

2. Core personnel on the SSC;

3. Representatives from business and industry and community agencies; and

4. Regional consultants, such as Building Fairness and career guidance.

Methods and tools for general program evaluation may include survey questionnaires, telephone surveys, and articulation. Using these methods, four areas should be examined:

1. Perceptions regarding the regional student program compared to the last assessment (if there was one)

2. Rating the effectiveness of regional student services program and activities

3. Perceptions about needed improvements

4. Assessment of the amount of use of regional student services

Information regarding the program as a whole, whether gathered through surveys or articulation methods, should be used in the preparation of the progress report described later in this section. An example of a general program evaluation has been included (see Example 3F).

EXAMPLE 3F

Workshop Evaluation

We would like to determine if: (1) the workshop met your needs.
(2) the workshop design and activities were appropriate for achieving workshop objectives.

Directions: Please circle the number which best expresses your reaction to each of the items below. Space for your comments is provided on the bottom portion of the page.

1.	The objectives of the workshop were:	Clearly Evident 7	6	5	4	3	2	Vague 1
2.	The organization of the workshop was:	Excellent 7	6	5	4	3	2	Poor 1
3.	Workshop materials and activities were:	Interesting 7	6	5	4	3	2	Dull 1
4.	The scope of the coverage was:	Adequate 7	6	5	4	3	2	Inadequate 1
5.	My attendance at the workshop should prove:	Beneficial 7	6	5	4	3	2	Not Beneficial 1
6.	Overall, I thought this workshop was:	Excellent 7	6	5	4	3	2	Poor 1

The stronger workshop features were: ____________________

____

____

____

The weaker workshop features were: ____________________

____

____

____

Comments: ____________________

____

____

Evaluation of services and goals will most likely be the largest portion of the regional student services evaluation system and it should have been built into each activity or task within the regional plan. If a year-end evaluation or progress report of the SSC is completed, data from the regional direct services evaluation would be included. When evaluating direct service activities, information gathered should include the following:

1. How many students were involved or participated?

2. Did the target population attend?

3. How much SSC or subcommittee time was involved in planning and implementation?

4. What was the impact of the activity? (Were there changes in knowledge, attitudes, or perceptions, and were the participants satisfied?)

5. What were the costs in relation to the impact and effect?

If the activity was ineffective, based on the results of the preceding five considerations, the following should be considered:

1. Was the marketing adequate and did it reach the target population?

2. Did the activity address the need effectively?

3. Was the need realistic?

4. Was the facilitator or program content ineffective?

Methods for evaluating direct service objectives and activities of a regional student services plan may fall into one or more of the following four categories:

1. Completion—determines whether or not the activity was completed or not.

2. Tabulation—determines what services were used and for what purpose (e.g., determines quantity and how many students participated).

3. Satisfaction rating—determines if the participants were satisfied with the activity (e.g., determines quality and activity effectiveness).

4. Pre-test/post-test—determines impact of an activity by measuring perceptions before and after the activity (e.g., before a regional career night have students fill out a survey on career awareness and at the completion of the career night fill out the survey again).

An example of an evaluation questionnaire utilizing different types of questions is included (see Example 3G).

The final step which should be considered in the evaluation process is a year-end progress report. The report summarizes the SSC's activities from the regional plan for the year and provides evidence of an effective program, including the accountability to support student services as an indispensable part of the system's educational process. This report can be easily compiled and written if the methods outlined in this section are implemented and recorded.

The SSC progress report should be presented to the board of control and a condensed version should be presented to all applicable advisory councils, committees (including business and industry), and community members. The progress report has the potential to be a very potent marketing tool for garnering program support and should be exploited to the maximum.

There are many types and formats of progress reports. The following is a suggested five-part format:

1. Abstract—an introductory statement used for describing the nature and purpose of the report and to summarize the program.

2. Evaluation by SSC plan activities—the major portion of the report where the various objectives are listed and evaluation information supplied.

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3. Regional program impact—used to illustrate trends and provide information concerning the value and effectiveness of various methods.

4. Recommendations—should summarize suggestions, future needs, and directions of the regional program based on evaluation results and could include requests for changes/additions to the program.

5. Appendices—should list the printed materials developed/produced which could include brochures, bulletins, workshop/activity fliers, handouts, and publicity items.

CHAPTER 4

NEEDS ASSESSMENT

Developing and implementing an in-depth regional student services needs assessment is the first step toward regional program accountability. The assessment will determine regional program priorities and provide the basis to build and support regional student services methods and services.

Regional needs assessment is a process which involves all participants in regional student services programs in identifying problems, determining needs of students and SSC members, and the prioritizing of those items identified. A key ingredient for structuring a needs assessment is to involve as many different populations in the region as possible, such as faculty, administration, agencies, business and industry, and community members.

The following are just a few of the reasons why a SSC should develop and implement a regional needs assessment:

1. To base regional student services program on student need in order to most effectively serve the student
2. To structure the SSC's time most efficiently and effectively
3. To dispense with outdated services which do not respond to the current labor market
4. To expand needed regional student services
5. To document the need for the SSC and its services

6. To identify SSC staff development topics

7. To gain feedback on regional student services program impact

Methods for Developing Regional Needs Assessment

1. Define the current regional student services program.

   This is a description of the program as it now functions. There are generally three categories of information which may be useful in describing the present regional program.

   a. Program specific—looking at the regional program as a whole

      1. Present services—What are the present tasks of the SSC members in relation to regional programs?

      2. Image of regional services—What is being done for regional public relations/marketing of programs and activities?

      3. Resources available—What regional financial, material,and technical assistance is available? How can it be accessed and allocated?

   b. SSC member specific—looks at each SSC member in relation to regional programs and SSC activities

      1. Time management—Is SSC member time spent efficiently? Is there duplication of effort on regional activities?

      2. SSC competencies—Are there SSC members who already have competencies in meeting regional goals and activities? Can they provide regional staff development inservice tasks?

   c. Student specific—examines the present regional student population

1. Student demographics—describes regional student populations by category and type (e.g., how many are juniors/seniors, college bound, special needs, and/or teen parents?).

2. Student use of regional student services programs—information gathered from regional scheduling records and tabulation of how many participated in an event (e.g., regional career day, career planning and seminar).

2. Assessment of regional needs

Once a clear picture of the present regional student services program has been developed, the next step in an assessment process is to provide the evidence needed to make changes and establish priorities from year to year. Three areas should be considered in establishing the priorities of the regional students services program.

a. Program priorities

1. Image of Regional Services—What steps need to be taken to increase visibility and enhance the image of regional student services programs? What needs to be changed to bring the image in line with regional goals?

2. Organization—What is the most effective method to organize the SSC? What assignments of responsibility need to be changed?

3. Services—What types of services need to be added to or deleted from the student services plan? What unnecessary tasks should be eliminated?

b. SSC member specific

1. Member Skills—Which SSC member skills can be matched with existing goals and objectives?

        2. Member Competencies—What type of staff development activities can enhance SSC member competencies to better meet regional goals?

    c. Student specific

        1. What are priority student needs and services?

        2. What are the most effective and efficient methods to meet student needs?

Methods of Assessment

Regional student services assessments fall into two general categories:

1. Written Assessment—can give documented evidence that a need exists. Results lend themselves to statistical analysis.

    a. Surveys and questionnaires—a written document which is used to gather information

    b. Tests—standardized instruments which offer statistical evidence to compare the person taking the test to the general population (e.g., tests such as aptitude, personality, and interest inventory).

    c. Records—any document which shows evidence of need (e.g., evaluation of activities and tabulation of students present at a region sponsored event)

2. Direct Assessment—(through input at meetings) this type of information has the advantage of immediate feedback

    a. Articulation—information gathered by direct contact with individuals or groups

    b. Phone surveys—phone persons/groups to be assessed

    c. Consultation—confer with professionals inside or outside the region

Development and Use of Written Needs Assessment Tools

The survey or questionnaire is a common tool in needs assessment. It is used mostly with students, but is also an excellent method for soliciting data from a variety of other sources which need to be accessed in assessing regional programs.

The first step in developing an instrument is to consider whether the questions to be used will be "open," "closed," or a combination of each.

An open approach avoids leading target groups along a predetermined path. The respondent is asked to respond in a manner which is not restrictive by wording or possible answers. An open approach survey question may read as follows:

1. In your opinion, what is the most valuable service being provided by the SSC?

The closed approach is the method most often used in developing survey instruments. It assumes that there are certain tasks or objectives of the program being assessed. The respondent is limited to reacting to predetermined statements, such as

1. Of the following SSC regional services, the most valuable is
    a. The career night
    b. The career resource center
    c. The career planning seminar

In developing questions and formats for survey questionnaires of either approach, there are a variety of different question styles and formats. These include

1. Open ended—This style of questions can be used in either approach. "Suggestions for improvement of regional student services" is an example of the open approach. This placed in front of a suggestion box is one method. A sample of a closed approach using this style might be, "The most important thing I need to know about myself in order to choose a career is _______________."

2. Multiple choice, for example, "In order to choose a career, I would benefit most from

    a. awareness of my values and needs in life

    b. awareness of my abilities and aptitudes

    c. knowledge of methods to make decisions

3. Rank ordered—An example of this type of survey might be to list all of the objectives from the regional student services plan and have students, parents, and faculty rank them based on priority from greatest to least.

4. Likert scale—A Likert scale assigns numerical values in ranking the individual importance of each question. For example, "Students being taught methods and strategies to find employment" (If 1 = highest priority; 6=lowest priority).

    1 2 3 4 5 6 (circle one)

5. Semantic differential—A semantic differential is a continuum with opposite adjectives or phrases on either end (e.g., I think of myself as

    sad ____ happy

6. Forced choice—for example, "Students would benefit from a more realistic understanding of their aptitudes and abilities":

   True/False or Yes/No

   This type of question has no middle ground. A decision must be made.

7. Checklist—A checklist may be used as a format for an entire survey (e.g., check all those which you feel should be a priority or used in individual questions, such as "I would benefit from

   _____ knowing how to write a resume

   _____ awareness of job interview techniques

   _____ knowing how to find a job

   _____ none of the above

Example 4A, included in this chapter, is an example of a SSC regional needs assessment currently being used. There are several points to consider with this survey

1. Purpose of the survey is clearly noted and defined at the beginning.

2. The survey has two purposes: a) to determine status/ satisfaction of the present program and b) to determine what services need to be changed or expanded.

3. The survey has open-ended questions at the end to provide input from more than just one type of question.

4. The survey is being distributed to a variety of class levels and all applicable regional staff.

5. The major portion of the survey can be scored by machine, using computer optical scan forms.

EXAMPLE 4A

KISHWAUKEE EDUCATION CONSORTIUM
A Regional Education for Employment System

Genoa-Kingston Dist. 42
Hiawatha District 426
Sycamore District 427
DeKalb District 428
Malta District 433
DeKalb County Special
Education Association

Guidance and Counseling Assessment Survey

The purpose of this survey is twofold: 1) To determine your satisfaction with guidance and counseling services and 2) to determine what services need to be developed or expanded in meeting the needs of students within our school and region. Your input is appreciated.

Use the computer answer form provided to complete the survey, DO NOT WRITE ON THIS SURVEY. Do not put your name or social security number on the answer form.

Section I.

Based on your experience, please darken the letter that best represents the percent of time you feel you were assisted in the following guidance and counseling areas within your school/region

A)	Good	(80% or better)
B)	Above Average	(60 - 79%)
C)	Below Average	(40 - 59%)
D)	Poor	(below 40%)
E)	No basis for judgement	

1) Availability of counselors to students?

2) Counseling provided for personal concerns? (e.g. relationship conflicts, family concerns, drug abuse, sexual concerns etc.)?

3) Assistance provided in course selection & scheduling?

4) Assistance provided in selection of KEC Regional Vocational classes (cosmetology, computer applications, auto body, etc.?

5) Assistance provided in selecting & planning for a career?

6) Assistance provided in college selection and future training options?

7) Assistance to students in identifying their abilities, skills, and aptitudes?

8) Helping students learn methods for problem solving and decision making?

9) Counseling & guidance services provided to students with special needs? (e.g. gifted, handicapped)

10) Assisting students in obtaining information about local and regional employment opportunities?

11) Assistance in standardized test preparation and interpretation? (e.g. the ACT, SAT, PSAT, GATB, ASVAB)

12) Providing information on financial aids for future training and education?

13) Counseling provided for students with discipline and truancy problems?

14) Assistance provided to students with academic problems?

15) Availability of counselors for conferences with parents and faculty.

16) Providing orientation of new students to the High School?

17) Overall how would you rate the services provided by the counseling program?

Section II.

Please DARKEN the response that best represents **your NEED** within this school or region for the following guidance and counseling services:

A) Most important
B) Moderately important
C) Slightly important
D) Not important at all
E) No opinion

18) Counseling for personal concerns? (e.g. family concerns)

19) Information of programs on drug & alcohol abuse?

20) Information on programs on sexual issues?

21) Assistance with course selection & scheduling?

22) Assistance with college selection/admission or choosing other options for future training?

23) Assistance with KEC Regional course selection? (Cosmetology, computer applications, auto body, automotive services, and other vocational skill courses)

24) Assistance in career exploration & career planning?

25) Assistance with self awareness and values clarification?

26) Assistance in preparation & interpretation of tests: (e.g. the ACT, SAT, PSAT, GATB, ASVAB)?

27) Assistance in obtaining information on local and regional job opportunities?

28) Assistance with job search and job keeping strategies?

29) Providing assistance to students with truancy and discipline problems?

30) Providing orientation to all new students to the High School?

31) Providing orientation to students enrolled in KEC regional vocational classes.?

32) Assistance in job placement (part-time employment while going to school, full-time after graduation.)?

33) Assisting students to become aware of new, emerging and non-traditional career options.

DO NOT WRITE ON THIS PAGE

Section III.

Please darken the letter that represents the school you are presently attending and your present level in school:

		A	B	C	D	E
34)	School:	Genoa-Kingston	Hiawatha	Sycamore	Malta	DeKalb

		A	B	C	D	E
35)	Level:	Freshman	Sophomore	Junior	Senior	Staff

Section IV.

Please write comments on the answer form in the space provided.

36) Other services you feel are needed which can be provided by the Guidance department:

37) Comments or questions about Guidance services:

Conclusions and Recommendations

The following are points to consider in developing and administering a regional needs assessment.

1. Cost

   a. Determine sources of funding available to the SSC for developing the assessment.

   b. Determine approximately how much funding will be put into the aesthetics of the assessment (e.g., will it be typeset; will paper choice be bond, laid, or duplicating).

   c. Determine which groups and how many in total the SSC wants to assess and if the number assessed will depend on the amount of funding available. Will there be postage costs?

2. Development

   a. Keep the assessment simple, with clearly understood directions and response choices.

   b. Use several types of questions/formats in order to receive a variety of responses making the results more reliable.

   c. Consider the type of questions to be used and the time needed to tally responses (e.g., the more open ended questions the more time will be spent summarizing responses).

3. Administration

   a. How and where will the assessments be given? What type of cooperation will be needed from the regional schools? Could it be given in regional school home rooms, during student conferences, or distributed through a regional or local newsletter?

b. Will the population be randomly sampled or will everyone be assessed? For the best results a variety of groups should be utilized (e.g., students, parents, administration, and business and industry).

4. Tallying the Results

a. Try to set up the assessment to be scored by machine, utilizing computer optical scan forms.

b. Consider the time involvement in scoring the assessment. Can student helpers assist in the scoring?

c. Be sure to look at the return rate of the assessment. The return percentage rate is directly related to the validity of the results.

d. As the results of the assessment are tallied, consider how you want to interpret the results before publicizing them to the public.

5. Covering all the Bases

a. Be sure to meet with the appropriate administrators (e.g., board of control, system director, and/or principals) prior to developing and disseminating the assessment to clarify the purpose and the SSC's intentions.

b. Before disseminating the results of the assessment to the general public, meet with the appropriate administrators to discuss the outcomes.

6. Utilizing the Results

a. Prepare a brief summary report for the systems director and the board of control. The report should include

1. a compilation of results,

2. an interpretation of results, and

3. SSC recommendations.

b. Revise the regional student services plan using the assessment results.

c. Use the results to develop public relations/marketing activities.

CHAPTER 5

STUDENT SERVICES PLANS

The development of any new system is a difficult process and planning is an essential part of that process. A system without a plan may not be effective, efficient, or even get off the ground. The most active and successful regional student services committees have developed student services plans.

A student services plan should be comprehensive, integrating all areas of student services. The plan should be based on students' needs, provide the basis for program accountability, and should be used as a management tool and agenda for the student services committee. In addition, it should fulfill section 3 of the EFE plan.

The primary motivation to develop, maintain, and operate under a student services plan is to insure quality, access, and efficiency of student services to all students and to effectively support the regional vocational system.

Comprehensive student services plans may be developed utilizing available methods, such as Regional Guidance By Objectives, or regions may create their own system. This chapter will focus on rationale and methodology for plan development.

Section 3 of the EFE Plan

Education for Employment regions are required to submit a regional plan to the state for reimbursement. Section 3 of that plan concerns student services. Each region must provide information on what student services are being provided to special needs students, how the issue of sex equity is being addressed, and what services are available to single parents and homemakers (if appropriate). Information on the organization of the student services committee and how student services are coordinated and articulated must also be provided. Finally, each region is accountable for eight key components of counseling and guidance programs: general counseling, assessment and evaluation, career information, educational/career planning, placement, special populations counseling, Building Fairness, and follow-up.

In response to section 3 of the EFE Plan, a region may submit up to four separate documents, dependent upon specific local needs. These four are

1. The regional counseling and guidance plan.

   There are two methods for complying with section 3 in counseling and guidance.

   a. **The Counseling and Guidance Improvement Plan** This is a brief summary of the availability, quality, and activities for improvement of the eight key components.

   b. **The Regional Guidance by Objectives Plan (GBO)** This is a comprehensive planning system which covers all areas of student services and may be used as a management plan for regional student services in total.

2. The Vocational Education Support Services Addendum (VESSA)

   This is an application for funding to support services to special needs students (disadvantaged, handicapped, limited-English proficient).

3. The Building Fairness Plan

   This is a regional application for funding to support Building Fairness activities. Additional information is provided here to detail efforts made to overcome sex bias and sex role stereotyping in each region.

4. Building Opportunity Plan

   Assistance is available to single parents and homemakers in areas of the state having the greatest need. These contracts are administered by ISBE/DAVTE and funding is provided based on specific criteria. Regions need to provide information on what services are available to this population.

Developing Student Services Plans

The student services plan is typically developed by the student services committee in cooperation with the regional system director. Different portions of the plan may be developed by individuals, subcommittees, or related committees (e.g., a special needs committee). The final document should, ideally, be an integration of the four student plans—Guidance, VESSA, Building Fairness, and Building Opportunity—into one plan. This plan is then submitted to the regional board of control for approval and then included in the EFE Plan for the state.

General considerations in student services plan development include the following:

1. **Involve appropriate personnel**

   There are four areas of student services which may be addressed within the plan. The committee should have members who have professional responsibilities in each of these areas. These people should be directly involved in developing the section of the plan covered by their expertise. It is essential that those who will actually be responsible for carrying out the goals and activities within the plan have an ownership in its development. In addition, these people will have the background knowledge and experience base to know what activities and methods will be appropriate and effective.

   In some cases, the systems director may have the background to write the plan. One disadvantage of this is that the systems director cannot carry out the plan alone. Involving the committee in the planning generates support for implementation of the plan and the regional vocational system.

2. **Solicit outside input**

   In addition to student services committee members, there may be others who can provide valuable input. These may include ex-officio SSC members, community college staff, agency personnel, representatives of local business and industry, regional program committees, and the administrative council of the regional system.

3. **Base the plan on needs**

   While it is not always possible to collect in-depth needs assessment data before development of the plan, a needs assessment should be a priority of the committee. The range and scope of possible activities that fall under student services is enormous. A needs assessment is essential to focus the committee on appropriate and achievable goals. Chapter 3 provides information on methods of needs assessment.

4. **Integrate the four areas of student services in the plan**

   Section 3 of the EFE plan describes four possible sub-sections of the student services plan. While these sub-plans are in essence quite different in design and purpose, care should be taken to avoid developing them through four different groups in a vacuum. This would defeat the purpose of regional cooperation and articulation and invite redundancy of services and efforts.

   The student services plan should be developed with the approach that it is one plan with up to four parts. The personnel directly concerned with each part may have primary responsibility for development, however, all appropriate information should be shared with the SSC before finalization. This can be done through a presentation at an SSC meeting, in which the goals for each part are explained and discussed, with input solicited. Ideally, the committee could utilize a system such as Guidance by Objectives, which encompasses all areas of student services in its format. The VESSA plan, for example, may be included under the special needs objective in the GBO format with additional activities on how special needs and counseling personnel will cooperate.

Developing the Counseling and Guidance Section of the Student Services Plan

The two following methods are currently used to complete the counseling and guidance section of the student services plan:

1. **The Counseling and Guidance Improvement Plan**

   The forms for the Counseling and Guidance Improvement Plan are included in the material in section 3 of the EFE Plan. Examples of completed forms from current student services committees follow (see Examples 5A and 5B).

   A. Advantages of Counseling and Guidance Improvement Plans

      1. The plan complies with the requirements of section 3 of the EFE Plan.

      2. The plan can be quickly developed, typically over the course of one or two regular meetings of the student services committee.

      3. The plan addressed the eight key components of counseling and guidance in EFE and focuses on objectives and strategies for improvement.

      4. The plan provides an agenda of activities for the student services committee.

Due at ISBE on March 31st

TWO RIVERS VOCATIONAL
EDUCATION SYSTEM
System Name
March 31, 1988

COUNSELING AND GUIDANCE
KEY COMPONENTS

Please indicate by checking the appropriate box both the status of availability and status of quality for each key component.

KEY COMPONENTS	STATUS OF AVAILABILITY			STATUS OF QUALITY
	Available to Students at All Sites	Available to Students at Some Sites	Not Available	Needs Improvement
1. General Counseling - Educational, career, and personal counseling as well as information and counseling to facilitate understanding of self, personal goals, values, and needs	☒	☐	☐	☐
2. Assessment/Evaluation - Process and procedures to assist students and staff to understand their abilities, skills, and interests in relation to future education, training, and career choices	☐	☒	☐	☐
3. Career Information - Assisting students in understanding and learning about occupations, labor market trends, and careers which match their abilities, skills, and interests	☐	☒	☐	☐
4. Education/Career Planning - Assisting students to understand and utilize decision making skills and to apply these skills in the selection of courses and programs and in planning for the future	☐	☒	☐	☐
5. Placement - Assisting students in all appropriate ways to make the transition from education or training programs to employment or further education	☐	☒	☐	☐
6. Special Populations - Assisting students with additional needs including students who are disadvantaged, handicapped, limited English proficient, single parents, homemakers, or at-risk youth. This assistance should include identification, assessment, career planning, counseling, problem solving, transition, and other support services (such as tutoring, referral to other agencies)	☐	☒	☐	☐
7. Sex Equity - Information and guidance to all students and staff which will increase their awareness of nontraditional career options	☐	☒	☐	☐
8. Follow-Up - Obtaining information from program completers and leavers pertaining to the total education for employment program and the counseling and guidance program	☐	☒	☐	☐

ISBE 35-72B

EXAMPLE 5A
Two Rivers Vocational Education System

Due at ISBE on March 31st

NOTE: If a regional Guidance By Objectives (GBO)Plan has been developed it may be submitted in lieu of this improvement plan.

COUNSELING AND GUIDANCE IMPROVEMENT PLAN

TWO RIVERS VOCTIONAL EDUCATION SYSTEM
System Name

KEY COMPONENT	IMPROVEMENT OBJECTIVES*	ACTIVITIES**	PERSON RESPONSIBLE	ANTICIPATED COMPLETION DATE	ACCOMPLISHMENTS
	1. Develop action plan to guide student services committee FY-89	1.1 Based on requirements for regional plan, survey results of Two Rivers schools 1.2 From Building Fairness evaluation create an action plan to guide student services committee activities	- Student Services Chairman & Planning Grant Director	2/29/88	Information is in following components
Assessment/Evalu.	2. Assist student to understand his/her abilities, skills, interests relatng to vocational education	2.1 Investigate coordination selecton and administration of student assessment tools.	Planning Grant Director Guidance personnel, Student Svc. Committee	6/1/89	
Career Info/Educ-Career Plannings	3. Assist student in selecting vocational courses and programs and in planning for the future	3.1 Prepare and distribute regional vocational education programs recruitment videos	Plannning Grant Director Student Services Committee	3/ /89	
		3.2 Investigate feasibility of regional UCP'S for vocational education	Planning Grant Director Student Svc. Committee, Guidance Personnel	6/ /89	
Placement/General Counseling	4. Facilitate Dissemination of counseling and guidance information	4.1 Develop regional guidance calendar	Guidance Personnel, Student Svcs. Committee	ongoing	

* List objectives for improvement of key components identified as "needs improvement" as identified on the Counseling and Guidance Key Components form.

** What strategies will be used to bring about the change described in each objective?

ISBE 15-72C

EXAMPLE 5B
Two Rivers Vocational Education System

5. The plan addresses issues related to all four areas of student services.

B. Disadvantages of Guidance Improvement Plans

1. The plan does not cover student services committee management, articulation, and leadership.

2. The plan does not incorporate specific needs assessment data.

3. The plan is not a comprehensive approach to the development of regional counseling and guidance services. The focus is on objectives that need improvement.

C Methods of Development

The Counseling and Guidance Improvement Plan should be written utilizing all members of the student services committee with the systems director providing input. Generally, development of this plan may be accomplished in two regular SSC meetings (at four hours each). The general process for plan development is explained in the following outline:

Counseling and Guidance Improvement Plan development process

1. Determine availability of eight key components at all sites in the regional system. Counselors representing each regional district on the committee will be able to provide information on the type and quality of services presently available.

2. Determine which of these components need improvement. The ideal would be to have student needs assessment and evaluation data to identify key components which need to be upgraded. The counselors on the SSC can estimate needs if comprehensive data is not available.

3. Once key components have been identified as needing improvement, the SSC can be broken into sub-groups at the meeting to begin developing improvement objectives and activities.

4. Once the sub-groups have written a draft for each component identified, the draft should be read to the entire SSC. All committee members then have an opportunity to make changes, additions, and deletions.

5. Depending on the number of components identified and the scope of the activities for improvement, the process may extend over two committee meetings or more.

6. Once a draft of the plan is complete, it should be typed and sent to all SSC members prior to the next regular meeting. Members should be requested to critique the plan and come prepared to discuss changes for the final document.

7. At the following meeting of the SSC, the entire plan should be discussed and refined. The final document should be sent through the appropriate process for approval and inclusion in the EFE Plan.

2. Regional Guidance by Objectives Plans (GBO)

The Guidance By Objectives (GBO) System was created in order to assist counseling and guidance programs to develop and revitalize student services. It focuses on systematic assessment, planning, evaluation, and upgrading of counseling and guidance programs. The Guidance by Objectives Handbook, available from the Curriculum Publications Clearinghouse, provides in-depth information on the development and purpose of GBO systems. Sample forms from regional GBO plans follow in Examples 5C, 5D, and 5E.

A. Advantages of Regional GBO

1. GBO complies with the requirements of section 3 of the EFE Plan.

DOCUMENT RESUME

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ABSTRACT

This handbook provides practical assistance to all personnel involved with the development, organization, and maintenance of student services within the Illinois Education for Employment system. Part I focuses on organization of the Student Services Committees (SSCs). It defines student services; outlines considerations in the organizational aspects of forming, operating, and maintaining a SSC; describes management tasks; discusses needs assessment development and use; considers the methodology for student services plan development; and discusses articulation for regional student services. Examples are provided of how other committees have addressed the tasks. Part II focuses on the components of regional student services. It describes general counseling and provides sample general counseling activities for regional systems and sample regional planning for general counseling services. A chapter outlines considerations related to assessment and evaluation to be weighed in development of the Student Services Plan. Other topics are sources of labor market and occupational information and its integration into the regional plan and education and career planning and its integration into the regional plan. Finally, student placement is defined, and sample placement activities for regional student services and sample regional planning for regional placement services are provided. Follow-up is briefly addressed. Part III lists six resource organizations. (YLB)

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PART III - Resources

INTRODUCTION

The purpose of this handbook is to provide practical assistance to all personnel involved with the development, organization, and maintenance of student services within the Education for Employment (EFE) system in Illinois. These personnel include regional systems directors and administrators, Building Fairness coordinators, building opportunity personnel, special needs coordinators, counselors, community college student services personnel, and all others concerned with student services and its relationship to the regional vocational systems.

The material is structured to include information on all aspects of student services. Models and methodology used by a variety of EFE regions are featured to provide examples.

The emphasis within this handbook is on the integration of all areas of student services into an effective and efficient system. This material was developed with the input of an advisory council consisting of representatives from the regional systems, special needs, guidance and counseling, Building Fairness, single parent and homemaker programs, community colleges, and universities. All of the sample forms and methodology are based on successful programs within active student services committees within Illinois.

Each EFE region will need to develop a system for providing student services based on what is appropriate to its needs. This handbook should be utilized as a resource. The handbook is appropriate to all regions, regardless of the stage of development of the student services committees. It has been structured in a loose-leaf format to encourage copying of examples or sections. Additional materials applicable to the various sections may also be added in the future. The information herein should not be construed as the only way these goals can be accomplished.

What is "Student Services?"

Student services are a part of a total education for employment program and should be organized and delivered to help all students achieve maximum benefits from the system. Student services refer to those services necessary to support education for employment efforts apart from administration and in addition to instruction. These services should be designed to address individual student needs.

Student services in the EFE system should be approached with careful consideration of the following three factors:

A) the services which need to be provided
B) the populations which need to be served
C) the issues which need to be addressed

Examples of student services include general counseling services, assessment and evaluation, career planning, guidance in occupational information, educational planning, and job placement. There are many other possibilities which may be appropriate in all regions.

Regional vocational systems should address, within student services, the needs of all students including those who are members of special populations as defined by the Carl D. Perkins Vocational Education Act of 1985. Other populations who may also need assistance include single parents and displaced homemakers.

Each system should also address issues related to Building Fairness and building opportunity. Student services should be free of sex bias and sex role stereotyping and students should be provided guidance in non-traditional career options.

Other necessary services, populations to be served, or issues may be identified through a regional needs assessment.

Ideally, student services should be an effective and efficient system, integrating special populations and issues, and articulating throughout all regional schools and community colleges. The system should be based on student need and structured to provide accountability.

The Importance of Student Services in EFE

The EFE system in Illinois was established to reorganize local vocational education programs into cooperative regions to increase quality, access, and efficiency. Beginning in the fall of 1988, all funding for vocational education programs will be directed through regional EFE systems. Each EFE system will be developing instructional programs and processes which will include a variety of cooperative and articulated activities between member districts, area vocational centers, and community colleges. These new systems will require the development of a regional student services program to support them.

If, for example, an EFE region determines that it is appropriate to establish an auto technology program, the curriculum will be developed based on local labor market information, program committee input, and task analysis. Once the program is developed, input and assistance from student services personnel will be essential. It will be necessary to identify, through interest and ability assessment and career counseling, students who may be placed into auto technology. Those students will need to be scheduled into the new courses from all schools in the region. The new program should also take into account students with special needs and/or other populations. These students will need to be identified and provided with counseling, assessment, and career planning. All students will need to be provided with information and guidance on auto technology as a possible non-traditional career option to insure the program will be free of sex bias and sex role stereotyping. Students enrolled in the program will need guidance in making future educational plans. They may also need assistance in job search strategies and job placement. Faculty members may need assistance with students who have scheduling problems between schools, academic, and/or personal/social problems. All of those student services should be articulated with the local community college and other related agencies (e.g., the JTPA).

The preceding describe only a few of the activities which may be provided by a regional student services system. These essential services to support the EFE system are to be outlined in section three of the Education for Employment Plan.

Student Services Committees

It is recommended that each EFE system establish a student services committee. Ideally, this committee should consist of a core of personnel who deliver services within the region and additional members who are appropriate to regional needs. The purpose of the committee is to develop section three of the EFE Plan and to provide input to the systems director and the board of control for the region on student services. Additionally, the committee should take an active part in the establishment and implementation of the regional student services system.

This handbook is structured to provide information on the development, organization, and maintenance of student services committees.

Benefits of Student Services Committee Membership

Membership in a student services committee, like membership in any committee, requires an investment of time and effort. In order to be successful, a committee will also require a true commitment by the members to accomplish its purpose and goals. A student services committee can be easily established; in order to be viable, however, the members must understand the benefits to themselves, their programs, and their students.

The following provides some rationale for student services committee participation:

1) Members may have funds available through the committee to provide more comprehensive resources. These resources may be out of reach financially for the individual school.

2) Members may have additional staff development opportunities through the regional system.

3) The committee gives members a voice and an opportunity to make recommendations and assist in providing direction in student services for the entire region.

4) The committee gives members the strength of a unified group in order to have greater impact and a higher probability of effecting change.

5) The committee gives members the opportunity to meet regularly and learn from each other.

6) The committee gives members the opportunity to increase visibility and improve public relations for student services in general.

7) Many needed services for students may be difficult or impossible to offer any other way but regionally (e.g., placement).

8) The committee will provide the opportunity to consolidate efforts and staff toward a more efficient and effective program. It will assist in eliminating redundancies.

9) The committee will insure that all students are served as comprehensively as possible. Through a cooperative effort students can be offered more services than possible in many individual districts.

10) The committee can assist local district student services programs with assessment of their students' needs, program planning, and accountability.

11) The committee will assist in developing cooperation and articulation between member schools, the local community college, and outside agencies.

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CHAPTER 2

ORGANIZATION

Considerations to be made in the organizational aspects of forming, operating, and maintaining a Student Services Committee (SSC) can, at times, seem a bit overwhelming. A method which seems to work best in managing a task such as this is to break it into sections, find out what other committees have done, and see how their attempts at addressing a task can benefit your situation.

A. Considerations in Organizing a SSC

1. Procedural Tasks for Systems Directors/Committee Leaders

   Before the first orientation meeting of the SSC, certain procedures have been followed and tasks completed by various System Directors which have proven to be very beneficial in the overall success of getting a SSC up and running. Points listed here are direct feedback from System Directors.

   a. Contact your regional career guidance consultant to assist you in gathering resources and information in establishing and maintaining a SSC. They may also assist in developing, implementing, and evaluating student services plans.

   b. Make a presentation to the Board of Control on your intentions in forming a SSC. The focus of the presentation could include points mentioned above in "Background Information," examples of other SSCs' written plans, and examples of what can be accomplished. Your regional career guidance consultant can assist you with the preparation and the presentation. The Board of Control's support should be solicited at this meeting for initiating and operating a SSC. Upon receiving their support, the first meeting date of the SSC can be set along with their permission for prospective SSC members to attend the meeting. A similar meeting should be scheduled with the principals of the EFE region if they meet as a formal group.

c. After the meeting date has been set, letters can be sent out to the prospective SSC members detailing date, time, location, and purpose of the meeting. Depending on the stage of development of your SSC and what was accomplished at the Board of Control presentation, this letter may also be requesting approval and support for personnel to attend the meeting. If approval was granted, a letter from the Board of Control chairperson could also be sent to the principal and appropriate staff members appointing them to the SSC. Examples of actual letters used for these situations are included in this section (see Examples 2A, 2B, and 2C).

d. Along with the letters sent out announcing the first meeting, a SSC Member Needs Assessment could also be included. The purpose of this assessment is to get a picture of the group's needs and prioritize them to provide direction for initial activities. Ideally, the assessments could be returned before the meeting date so responses could be tabulated and results discussed at the first meeting. This assessment activity has proven to be very beneficial for SSC members to see how the group's activities can meet individual program needs. Examples of these assessments are included in the Staff Development chapter (see Example 3A).

e. A site for the SSC meetings should be considered. There are many possible alternatives for meeting sites which are currently in place in many EFE regions. Alternatives include meeting at the nearest ESR or ESC office; a centrally located high school, or rotating each meeting to a different high school in the region each month; an AVC; and a community college. There have been some very successful

EXAMPLE 2A

**This is an example of a letter that was sent from a Planning Grant Director to the Board of Control or high school principal requesting counselor participation in the regional GBO plan writing workshop(s).

Dear :

This letter is written to inform you about a Regional Guidance by Objectives plan writing workshop scheduled for counselors in our region, and to request your approval for counselor attendance from your educational agency.

The purpose of this workshop, scheduled for (date), is to develop a regional Guidance by Objectives (GBO) plan that would be articulated with local education agency efforts to better serve student needs. The (name of the regional system) Student Services Committee has been chosen to be the first committee to develop regional GBO plans for this area of the state.

A regional GBO system is simply a plan of action including specific activities, timelines, and needed resource allocations, which is submitted as a proposal to the Board of Control for approval. Its purpose is to outline the role and function of guidance within the region and make it accountable.

The initial plan takes a day and a half to develop, and is updated yearly as part of the activities of regional student services committees. Workshop activities will be facilitated by the Illinois State Board of Education's GBO project staff and (name of the local CGC).

A presentation on the purposes and details of a regional guidance system was made to your counselors on (date), similar to one made to (the Board of Control and/or Administrative Council). There was unanimous support given for participation by the counselors present. This committee's efforts will provide leadership for other committees in our area of the state who will also be developing regional GBO plans. A letter has been sent to the region's counselors expressing interest and informing them of workshop dates.

Sincerely,

Planning Grant Director
(name of regional system)

EXAMPLE 2B

**This is an example of a letter that was written by the chair/president of the Board of Control of an EFE region inviting/appointing counselors to participate in the Student Services Committee.

Dear :

An Intergovernmental agreement has recently been executed creating the (name of the regional system). The (regional system name) is a collaborative association of area secondary school districts whose activities are closely articulated with (the local community college). The (regional system name), working with other public and private sector agencies, area industry, business and labor, will cooperatively address the educational and training needs of area youth and adults.

An important component of the Consortium advisory structure is the Student Services Committee. This committee, made up of counselors from (list of districts participating in the regional system), will provide an opportunity for area counselors to develop appropriate regional guidance and counseling program components and counselor professional development activities.

As president of the (regional system name) Governing Board and on behalf of the Board, I invite you to participate as a member of the (regional system name) Student Services Committee.

The organizational meeting of this committee will be held at (local community college, date, time, and location).

Your superintendent and high school principal have been made aware of this appointment through recent Governing Board or Administrative Council meetings.

We look forward to the recommendations and contributions that your experience and professional training will allow you to make in order to increase area educational program quality, efficiency, and student access.

Sincerely yours,

President, Board of Control
(name of regional system)

EXAMPLE 2C

**This letter is an example of a letter sent from a Planning Grant Director to the counselors who will be participating in the Regional GBO plan writing workshop.

Dear :

Thank you for your interest in participating in the regional GBO plan writing session. The workshop has been scheduled for (dates, times, and place of the sessions). The Illinois State Board of Education's GBO project staff and the (local CGC) will facilitate the workshop.

A letter has been sent to your superintendent informing him/her of this workshop. Every effort was made to choose meeting dates that were convenient for all and that did not conflict with other activities that make up the busy schedule of area counselors.

We look forward to working with you in this professional development effort. The results of your work will give you some new skills and greatly impact regional guidance services in the State of Illinois. Your recommendations and finished product will provide leadership for other regional student services committees that are being formed to deliver regional guidance services that are articulated with the efforts of local school districts.

The agenda for the planning session is as follows:

(Refer to the Regional GBO Workshop Outline)

The ultimate result of your work will be the creation of a regional GBO plan. This plan, when approved by the Board of Control, will establish the agenda for regional guidance activities for the next few years. The process also allows for allocation of state quality assistance funds to meet counselor-identified staff development needs and implementation of regional guidance activities developed in the pilot.

The GBO Handbook is based on development of counseling plans for each local school. Our focus will be somewhat different in that there will be one regional plan as an outcome representing what you as a group feel are the best ways to coordinate efforts to deliver the most effective counseling services. The format in the Handbook will still accurately represent the types of issues we will be addressing.

In order to facilitate plan development, the following are some key suggestions:

1. Each counselor participating should bring a copy of the GBO Handbook.

2. The more familiar participants are with the contents of the GBO Handbook upon arrival, the quicker and easier plan development will be. Please read over the material sent to you before you arrive.
3. All schools within the region should be represented.

Please call this office if you have any questions or problems.

Sincerely,

Planning Grant Director

working relationships developed between community colleges, high schools, and EFE systems when meetings and activities for the SSC have been hosted by the local community college.

f. Leadership is a key issue in committee development and maintenance. As experienced with committees already in operation, different approaches are in place, such as a rotating chair of SSC members from various high schools in the regional system; a member of the committee who represents the local community college or Area Vocational Center acting as the hosting agency; a member appointed by the Board of Control as recommended by the System Director; the SSC may elect a chairperson; and two members may work as a team as chairperson and vice-chairperson. All of these methods have worked well; some better than others depending on the specific situation. The leaders which have proven to be the most successful are those which are considered "core" members of the SSC. These core members or internal personnel to the EFE region, are those who are staff members of school districts or hired by the region to perform a certain role. Section B will provide an in-depth look at SSC membership.

g. Another point usually addressed at the initial SSC meeting is the monthly schedule. SSCs in most regions meet monthly. The major determining factor in deciding on at least one meeting a month has been to have ample time to address activities identified in the SSC's regional plan. Reasons for regular meetings will be discussed in more detail in part C of this chapter and in Chapter Four--Planning.

2. Background Information

There are some very basic points which must be understood by everyone who is or will be involved in the SSC from the Board of Control down. Without an understanding of the reasons for meeting, members will have a very difficult time functioning as a committee. The points listed here are examples of topics which were included in SSC orientation meetings.

a. There is a need for a thorough understanding of the reasons behind the reorganization of vocational education and the effects being made to make programming more effective through increased quality, access, and efficiency. Included here should be an explanation and examples of efforts being made to make course offerings more responsive to the labor market. (For examples relating to this, see Chapter 1, "The Importance of Student Services in EFE.)

b. There should be an understanding of what is considered "Student Services" as defined by Section three of the EFE Plan. How the committee will relate and respond to these requirements, including benefits they will reap from their endeavors. (See Chapter 1, "Benefits of Student Service Committee Membership.")

c. Within the reorganization of vocational education, the one and five year plans of regions or school districts will be replaced by one annual EFE Plan submitted by the region. Vocational funding will no longer be distributed to individual school districts, but will be distributed regionally to each of the EFE systems in the state. Part of the function of the SSC will be to develop a student services plan to access their share of this funding. It would be helpful to share with the group examples of other SSC plans which have been developed.

d. The SSC will operate in a more in-depth way than a general advisory committee. SSC meetings will be spent responding to a collegially-developed plan, based on student need, designed to access funding and committee member resources, and committed to improving services in response to labor market demand.

e. Many of the tasks of the SSC will result in benefits to local programs. For example, SSCs who have developed regional needs assessment instruments, which contain items that each member felt important to assess for his/her program, results in information that could be interpreted on a regional and/or local level. SSC members then have an instrument which they probably did not have the time, funds, and maybe even the expertise to develop.

f. There are many individual SSC member roles and responsibilities which should be discussed in addition to points mentioned in this section. It should be clearly understood by prospective SSC members what type of responsibilities they will assume before they begin participating in committee membership and plan development. See Section C of this chapter for details in committee member roles and responsibilities.

B. Membership

Recommendations for members to serve on the SSC should include representation from all secondary schools and community colleges within the EFE region. Personnel who are hired by the regional system, such as the Special Needs Coordinator, Building Fairness Coordinator, and Guidance Coordinator, should also be members of the SSC. In addition, representatives from business and industry and outside agency personnel, such as JTPA and DORS, may serve on the SSC depending upon the nature of activities being addressed.

In facilitating SSC operation through developing plans for students services (e.g., delineating goals, objectives, activities, and staff responsible), there are definite advantages in having the major membership of the SSC represented by "core" or internal personnel (e.g., secondary and community college counselors and coordinating personnel hired through the regional system). The main advantage being that these are the people who will be delivering the services to the students in meeting the goals and objectives developed by the group. The core personnel will be administering the assessments, operating the career information systems, and filling out the ICPs.

Prospective members should realize that in order to begin regional training programs, there must be an articulated system of regional student services. Examples of necessary services include regional scheduling and registration systems, regional career planning, regional interest assessment, placement, and occupational information. The personnel who develop these systems must have the knowledge of the region and the expertise to implement the goals, objectives, and activities for them. The core personnel have this expertise and should be considered the primary deliverers of these services.

Consideration needs to be given to involving outside agency personnel, business and industry, and community representatives on the SSC. Advantages in having input from these groups may include the following:

1. Articulation with community/agency-based programs
2. Initiating co-sponsored activities which correspond with students services' goals and objectives
3. Solicit business and industry input for appropriateness of programs to labor market demand
4. Match outside agency expertise and resources to students' special needs.

A disadvantage could arise when relying too much on membership of other than core personnel. As SSCs around the state formed, assessed needs, and prioritized those needs to develop a plan of action through a voting process, it was soon realized that if ex officio status (i.e., non voting member) was not evoked for some members, such as outside agency/business and industry personnel, or groups of people, such as teachers, priorities could be changed to activities which the core personnel, who deliver the services, would not have the expertise or desire to work on. In order to avoid this problem and to keep SSC activities from grinding to a halt deciding which group's needs should take priority over others, several methods have been used by SSCs to address this problem.

1. A SSC having a large number of outside agency and business and industry personnel represented on the committee could

    a. create a separate advisory committee to the SSC consisting of business and industry personnel to meet with the SSC as appropriate to need; or

    b. assign agency and business and industry personnel ex officio status and their participation advisory in nature.

One alternative which has worked for both of the above situations is to keep the same ruling on ex officio status and

1. Invite the members in question only to meetings which were related to their area of expertise.

2. Invite members in question to each meeting but inform them how much time would be spent on topics to be covered that day and how they would be expected to participate.

An advantage of having separate committees was that each group felt they were working on activities specific to their expertise and they didn't have to sit through meetings and try to participate in activities which weren't necessary for them. When the circumstances arose in which activities were applicable to them, they did.

There are no easy answers when trying to find the best solution to a complicated situation. Two recommendations to consider are

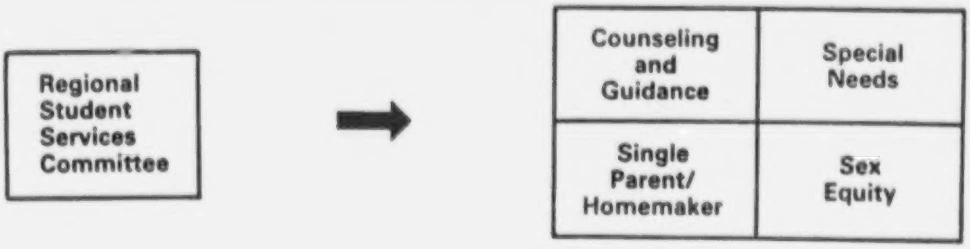
1. Involve core members when developing the student services plan; or

2. Once the plan is completed and approved, articulate with other persons, such as consultants, advisors, and resource personnel as dictated by that particular goal, objective, and/or activity within the student services plan.

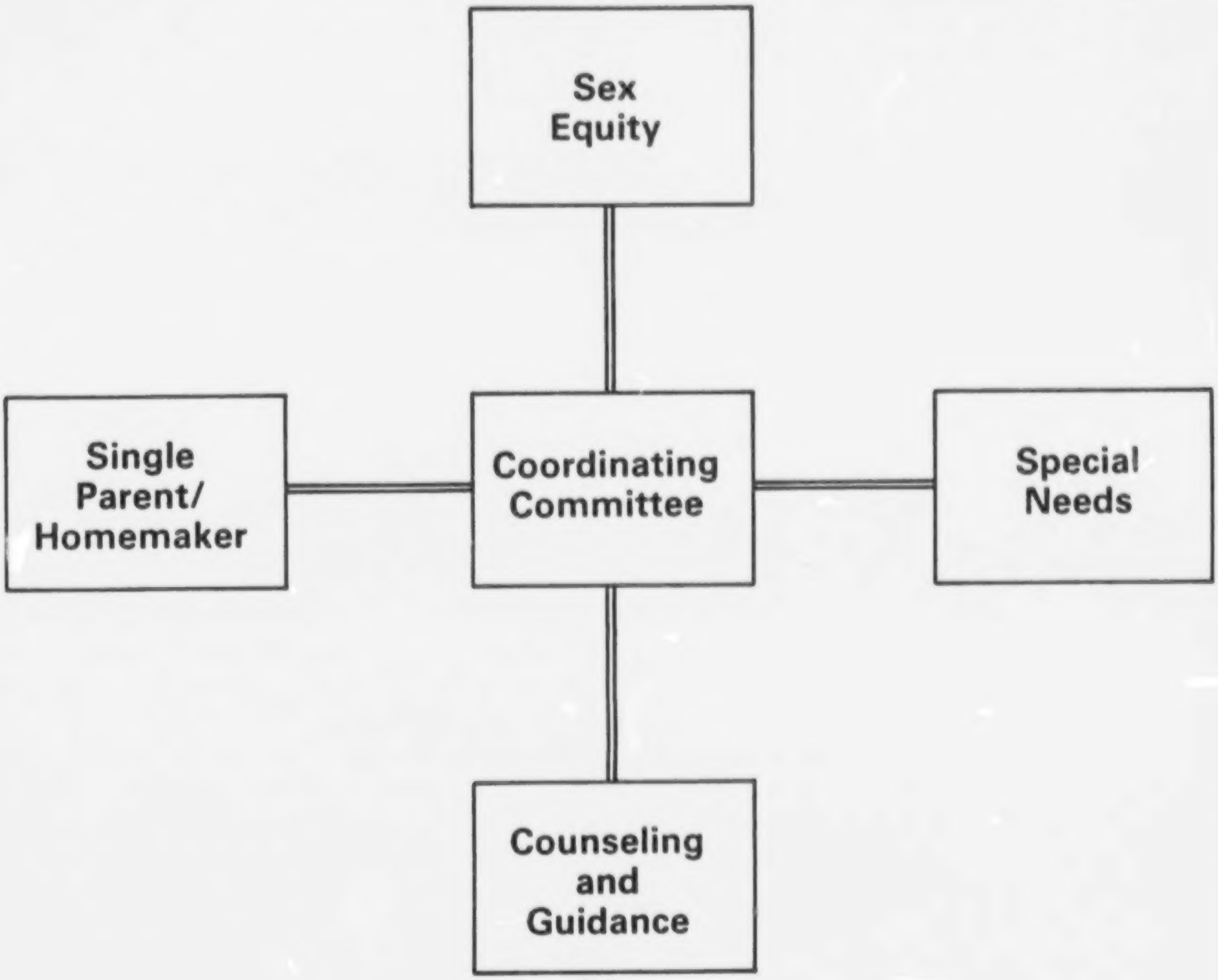
For other possible ways to organize and structure committees, see Example 2D.

EXAMPLE 2D
STUDENT SERVICES COMMITTEE ORGANIZATION

Model I: One committee encompassing all four areas.


Regional Student Services Committee
Counseling and Guidance
Special Needs
Single Parent/ Homemaker
Sex Equity

Model II: Up to four separate committees for each area meeting together in a coordinating committee when appropriate.


Sex Equity
Single Parent/ Homemaker
Coordinating Committee
Special Needs
Counseling and Guidance

C Roles and Responsibilities

There is a suggested general group of activities with which each SSC should be involved. These activities are

1. Insure student services are articulated among all levels of education of EFE;
2. Assess the needs for student services;
3. Develop a student services plan to meet identified needs;
4. Implement a student services plan;
5. Evaluate the effectiveness of the student services plan for the region; and
6. Facilitate a balanced program which addresses the needs of students for guidance and counseling, sex equity, single parent/homemaker, and special needs.

Specific roles and responsibilities related to the above activities are many and should be understood by all SSC participants. The following are specific responsibilities that a member of a SSC will have:

1. Attend regular meetings, provide input on topics relevant to the committee's operation, and participate on sub-committees if needed. Sub-committee involvement may depend upon the members' expertise in the development of particular student services activities for meeting plan goals.
2. Participate in developing and implementing a comprehensive student services plan. This will include participating in developing needs assessment and evaluation instruments for the region.
3. Adopt a regional "mind set" and develop goals, objectives and activities which will increase the quality, access and efficiency of student programs for the region. Thinking regionally requires members to develop activities from which the committee as a whole could benefit.

4. Assist in leadership of the committee. This may include chairing or co-chairing SSC meetings, and assisting in developing agendas, locating resource personnel and materials, and working with the System Director.

5. Members are representatives of their respective institutions. They should share SSC meeting outcomes with other members of the LEA staff.

6. Advocate and promote regional student services. This may include using the SSC as a unified group to effect change for student services in the region and to increase visibility which would improve public relations.

7. Make recommendations and provide direct communications to the Board of Control.

D. Rationale and Policies

Reading over the rationale and policies already developed by other SSCs in operation can reveal much in the methods of successful operation of a regional committee. Many committees combine rationale and policy statements on one page, while others keep them separated. Both procedures have worked well. The length and detail of the rationale and policies depend on the total scope and depth of services the particular regional student services providers wish to offer and activities they hope to accomplish. Requirements of Section 3 of the EFE plan should be considered when the rationale is being addressed.

1. Rationale

Regional rationale statements usually provide a description of the general philosophy behind student services and set the parameters for the role and function of the SSC. The following is an example of a SSC rationale statement written by the Tri County Regional Vocational Delivery System:

> Student services should provide the support services necessary to enable students

> in EFE programs to fully participate in the career decision making process, to succeed in instructional programs, to make the transition from the educational setting to the work place or to further work related education, and to meet the special needs of specific populations. They are dedicated to the well-being and positive development of the regional student population.

Included with this statement was a listing of methods to be used to accomplish the philosophies set forth in the rationale. The listing included the following:

a. Articulation of student services in and among all levels of the EFE region.

b. Identification of the needs of students which the student services can address.

c. Development of a coordinated regional plan for student services.

d. Development of a balanced regional delivery system program which addresses the needs of students in the areas of career development, counseling and guidance, sex equity, single parent/homemaker, and special needs.

e. Facilitation of quality guidance services in the EFE delivery system.

f. Staff development activities to keep delivery system personnel updated and informed.

2. Policies

While the rationale details the role and function of the SSC, the policies deal directly with aspects of committee membership, structure, and organization. Writing policies for a regional committee can lead to heated debates. There must be policies set for membership, voting rights, the length and number of meetings to be held, who should be on which committee, and how many separate committees there should be.

Listed here are topics which SSCs have included in policies for their committees. A brief explanation follows each in order to clarify which aspects were considered:

a. Membership—which persons are appropriate to sit on the committee and how many representatives should participate from each school district in the region.

b. Structure of the committee(s)—how members will be organized into the committee and/or sub-committee structure.

c. Relationships to the Board of Control and System Director—how the committee will keep informed of committee operation through periodic reports and presentations.

d. Meeting scheduled including time, length, and location—for example, "The committee will meet the first Friday of every month from 1:00 to 3:00 in the board room at the community college."

e. Leadership including type, duties, and length of term—for example, "The chairperson shall be elected for a term of one year and shall be responsible for leading committee meetings, and developing agendas with the System Director."

f. Roles and responsibilities—there may be a listing describing specific responsibilities, such as "Assist in the leadership of the committee" or "Act as the meeting secretary and disseminate minutes to members."

g. Staff development intentions—inservice/workshops to be presented to students and training programs for committee members to update their professional skills.

h. Voting procedures—questions answered here may include how many votes should each school representative be entitled to and which members will sit in ex officio.

In order to help visualize how actual SSC rationale and policies are written, organized, and presented, the following examples, 2E and 2F, have been taken from current SSC plans.

E. Organizational Charts

Organizational charts pictorially demonstrate how positions and committees within an organization relate to each other. These charts also demonstrate the chain of command and organizational relationships. Generally, two types of lines are used on an organizational chart: a solid line, denoting authority, and a dotted line, denoting cooperation and/or relationships.

Regional organizational charts should have, at the top, the Board of Control as the senior governing entity. Positions/job titles are listed under the board, keeping in mind that length of line and level placement denotes position within the regional structure. While the organization chart does not describe tasks involved in a particular job or position, it does tell us who reports to whom.

In general, the placement of SSCs on regional organizational charts are under the system director at an equal level or above general advisory committees, equal level to administrative councils (system principals), and above general program committees. Placement, of course, depends upon the roles, responsibilities, and relationships which are applicable to the SSC in your region.

EXAMPLE 2E
Kishwaukee Education Consortium

GBO PLAN: PART A

PROGRAM DESCRIPTION AND MANAGEMENT

Rationale and Policies

REGIONAL GUIDANCE SERVICES RATIONALE AND POLICIES

Regional Guidance Services are dedicated to the well being and positive development of the regional student population. This will be achieved in a number of ways:

1. Facilitate overall direct and quality counseling services to students by
   a. Providing and coordinating resources on a regional basis
   b. Regional networking amongst counseling personnel to brainstorm and share ideas and resources
   c. Organizing ongoing training to update personnel

2. Educate, provide resources to, and network with regional staff members (teachers, administrators, etc.)

3. Educate, provide resources to, and network with the wider regional community where appropriate (parents, other agency personnel, private sector personnel, etc.)

4. The Guidance Services Committee will assist in serving as a catalyst to identify and coordinate regional guidance services to facilitate cooperation amongst the various groups involved, and facilitate quality guidance services in the region.

POLICIES

1. Regional Guidance Services has a commitment to regional planning, implying annual reevaluation of the GBO Plan.

2. The Governing Board will demonstrate support by agreeing to release members to participate, as appropriate, in meetings and activities of the GSC.

3. The GSC will meet and be organized as follows:
   a. Two-hour monthly meeting at a regular pre-scheduled time. Subcommittees will meet as needed. Site to be at Kishwaukee College.
   b. Membership will consist of at least one counselor from each school. In addition, one regional representative from the special needs committee may be a member of the GSC. Other appropriate persons interested in membership may petition for membership.
   c. Each school will be represented by one vote.
   d. The chair of the GSC will be elected from the members for a one-year term. The chair will work in conjunction with the GSC to develop an agenda prior to the meeting, and will facilitate the meeting.
   e. A KEC staff member will act as the meeting secretary and will disseminate minutes to members and others as designated prior to the next meeting.

EXAMPLE 2F

GBO PLAN: PART A

PROGRAM DESCRIPTION AND MANAGEMENT

Rationale and Policies

TRI COUNTY REGIONAL VOCATIONAL DELIVERY SYSTEM

RATIONALE

Student services should provide the support services necessary to enable students in Education for Employment programs to fully participate in the career decision making process, to succeed in instructional programs, to make the transition from the educational setting to the work place or to further work related education, and to meet the special needs of specific populations. They are dedicated to the well being and positive development of the regional student population. This will be accomplished by the following:

a. Articulation of student services in and among all levels of the Education for Employment region.

b. Identification of the needs of students which the student services can address.

c. Development of a coordinated regional plan for student services.

d. Development of a balanced regional delivery system program which addresses the needs of students in the areas of career development, counseling and guidance, sex equity, single parent/homemaker, and special needs such as handicapped, economically disadvantaged, and limited English proficiency.

e. Facilitation of quality guidance services in the Education for Employment delivery system.

f. Staff development activities to keep personnel of the delivery system updated and informed.

POLICIES

Membership

1. The Student Services Committee shall be composed of counselors from each member school and the community college and other individuals as appointed. Other appropriate persons interested in membership may petition for membership.
2. The system director shall, to the extent possible, represent the Board of Control at all meetings.

Organization

1. The composition and performance of the Student Services Committee shall adhere to all state and federal statutes, rules, regulations, and guidelines.

2. The Board of Control will demonstrate support by agreeing to release members to participate, as appropriate, in meetings and activities of the Student Services Committee.

3. A minimum of four half-day meetings will be held during the year. The system director or Student Services Coordinator may call other meetings as needed. Subcommittees will meet as needed.

4. Each local school will be represented by one vote.

5. A chairperson shall be elected to serve a one year term for the committee. This may be the system director, committee member, or student services coordinator, or any other person as designated by the Student Services Committee.

6. The system director shall work with the Student Services Chairperson to establish meeting times and places, formulate agendas, and assure proper committee operation.

7. Necessary information and materials shall be disseminated to members by the chairperson in cooperation with the system director.

The following are examples of organizational charts taken from SSC plans developed during 1987-88. Take note of the SSC's relative position in relation to other committees on the chart. (See Examples 2G and 2H).

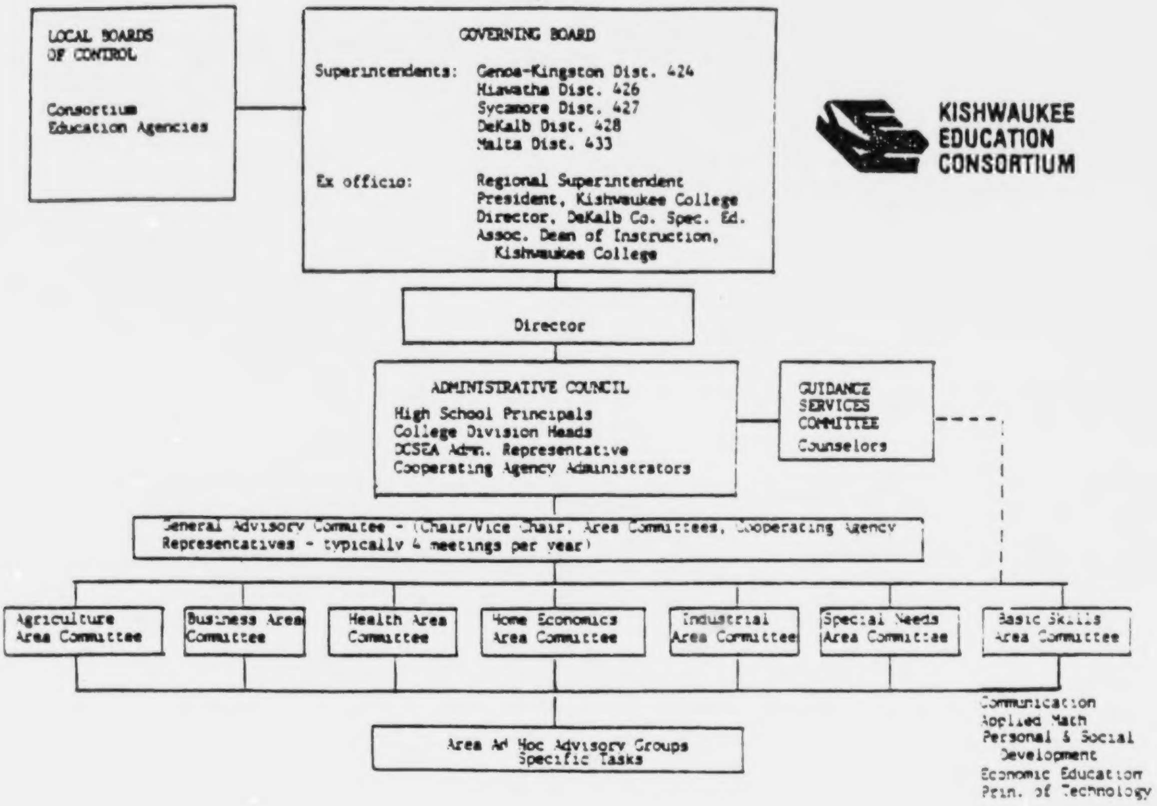
EXAMPLE 2G
Kishwaukee Education Consortium

GBO PLAN: PART A

PROGRAM DESCRIPTION and MANAGEMENT

Organizational Structure and Division of Responsibilities: Organizational Diagram

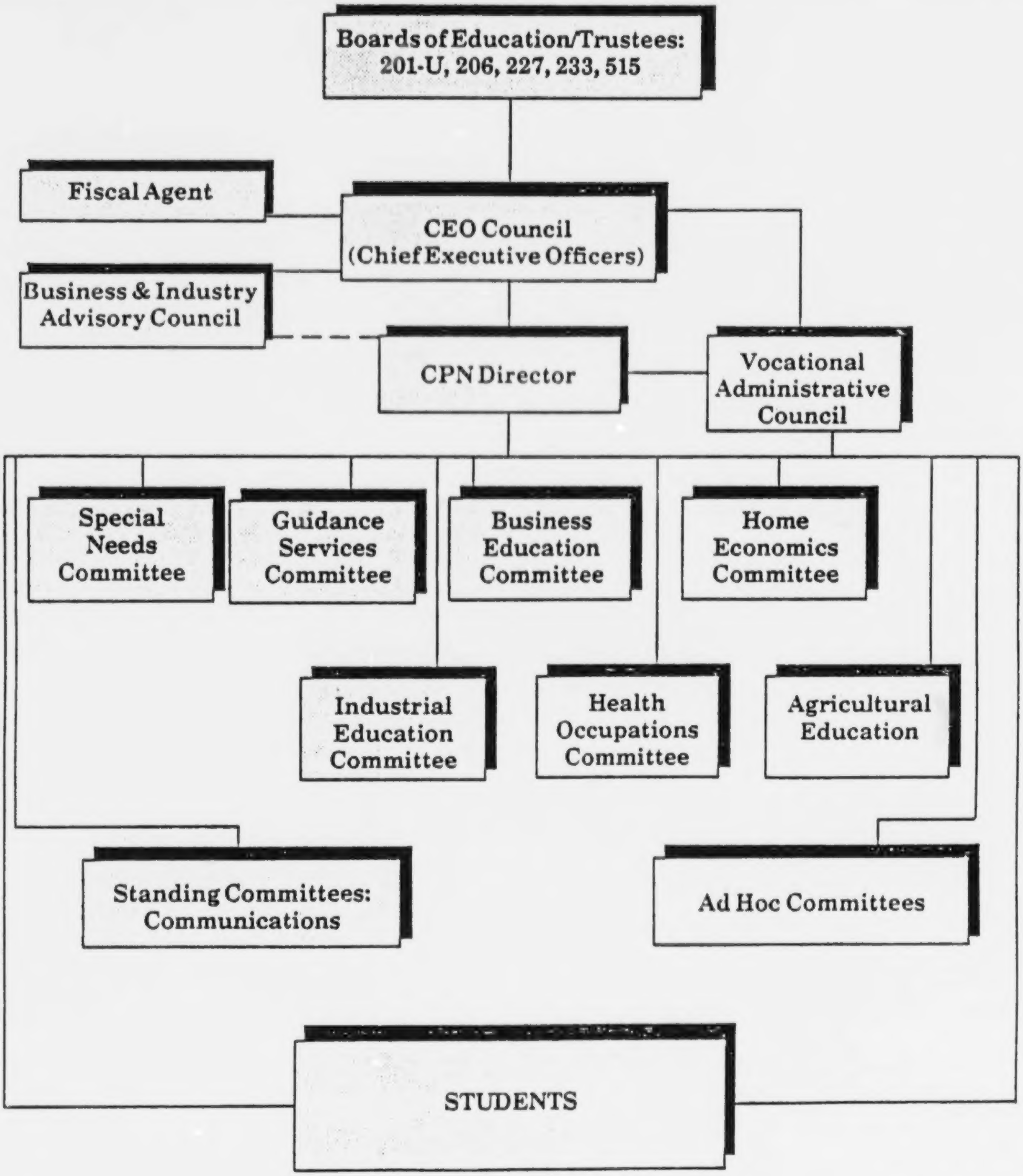
STRUCTURE FOR ADMINISTRATION, CURRICULUM & STAFF DEVELOPMENT


LOCAL BOARDS OF CONTROL
Consortium Education Agencies
GOVERNING BOARD
Superintendents: Genoa-Kingston Dist. 424
Hiawatha Dist. 426
Sycamore Dist. 427
DeKalb Dist. 428
Malta Dist. 433
Ex officio: Regional Superintendent
President, Kishwaukee College
Director, DeKalb Co. Spec. Ed.
Assoc. Dean of Instruction, Kishwaukee College
KISHWAUKEE EDUCATION CONSORTIUM
Director
ADMINISTRATIVE COUNCIL
High School Principals
College Division Heads
DCSEA Adm. Representative
Cooperating Agency Administrators
GUIDANCE SERVICES COMMITTEE
Counselors
General Advisory Commitee - (Chair/Vice Chair, Area Committees, Cooperating Agency Representatives - typically 4 meetings per year)
Agriculture Area Committee
Business Area Committee
Health Area Committee
Home Economics Area Committee
Industrial Area Committee
Special Needs Area Committee
Basic Skills Area Committee
Communication
Applied Math
Personal & Social Development
Economic Education
Prin. of Technology
Area Ad Hoc Advisory Groups Specific Tasks

EXAMPLE 2H

Career Preparation Network

Career Preparation Network


Boards of Education/Trustees: 201-U, 206, 227, 233, 515
Fiscal Agent
CEO Council (Chief Executive Officers)
Business & Industry Advisory Council
CPN Director
Vocational Administrative Council
Special Needs Committee
Guidance Services Committee
Business Education Committee
Home Economics Committee
Industrial Education Committee
Health Occupations Committee
Agricultural Education
Standing Committees: Communications
Ad Hoc Committees
STUDENTS

CHAPTER 3

STUDENT SERVICES COMMITTEE OPERATION

This chapter covers the various management tasks which will contribute to the successful operation of the student services committee. The key considerations in the operation of a student services committee are

A. Leadership in Regional Student Services

In organizations embarking on a major change, leaders must help individuals test their present assumptions, dare to envision new possibilities, and create structures that will institutionalize the change. This task will require both leadership and management skills. While both managers and leaders are committed to the accomplishment of organizational objectives through the efforts of others, management and leadership are not interchangeable words. Managers are not always leaders and leaders are often not managers. Managers are committed to maintaining the status quo of the present organization; leaders are dedicated to empowering others to challenge the status quo, enduring the costs of change, and organizing systematic, purposeful actions that enhance the capacity to move resources in ways that bring into reality the changes they envision. Managers create structures for maintaining what has been successful in the past; leaders create structures that allow for the incorporation of ideas needed to make a difference in the future. Managers try to control change, while leaders make change happen. Leadership is about change and transformation.

Managers have formal institutional power (e.g., position power; reward, connection, and coercive power; and information power) as the basis through which they can meet their assigned responsibilities. They may or may not possess the expert or personal powers that are characteristic of effective leaders. Often leaders must accomplish objectives through cooperation and collaboration. They not only lack authority, they also lack formal institutional resources to reward others for accomplishing organizational objectives. Instead, they must use the personal, expert, information, and informal position power which they possess as individuals.

While the regional guidance services concept has the formal institutional power base of the Illinois Office of Education behind it, student services committee members answer to another formal institutional power base, the local educational agencies who employ them. Leaders of student services committees are tasked with obtaining cooperation and collaboration from a diverse group of personnel to accomplish objectives provided them by an external power base that lacks the depth of resources needed to bring the objectives into reality without local agency cooperation. This is like providing fresh, untested water and leading a horse to it, but not being able to make the horse drink. Creating in the horse the desire to drink is the challenge of leadership. Leadership is getting others (even those who disagree) to want to implement a concept or directive in the best way possible. Leaders of student services committees may be called upon to lead effectively when their own managers may not be committed totally to the change they have assigned them to bring about. As change agents, they must lead their colleagues to envision a new way of organizing that will better meet both their individual professional needs and the needs of their constituents.

Accomplishing the implementation of an effective regional student services system means that the student services committee chairperson has met several leadership challenges successfully. One characteristic of such a leader is a personal belief in the task. This leader believes in the concept and promise of regional student services and leads others by modeling this belief. Next, this leader has inspired in others a shared vision of what could be. Third, the leader has identified, organized, and used effectively all of the power available to her or him. Finally, through the efforts of the student services committee members, the leader has implemented a strategy for winning local institutional support. Let us look at each of the tasks necessary for meeting these leadership challenges.

1. Modeling the Way

   Some leaders are born; most people who take on leadership tasks, however, must work at becoming effective leaders. They must risk dreaming about possibilities, listening effectively even when they know they may not like what they hear, daring to say "What if...," making mistakes and learning from them, empowering others, recognizing the contributions of others, celebrating achievements large and small, and planning purposeful actions. They are individuals who choose to respond rather than react; they choose to change initiatives. They know they cannot change yesterday; they cannot go back in time and change the input that resulted in a decision to embark on a major change. However, they recognize that they can change the way they respond to yesterday. Rather than struggling to intervene in the past, they choose to begin seeing possibilities. They commit to inspiring others to create a vision of the future toward which they can all work. They search for opportunities and plan to overcome barriers. They see change as the possibility for growth and they see growth as positive. They lead by being willing to look for possibilities and challenging others to do the same. They search for tools and techniques that enable them to help others be creative in positive ways. They know that the first step in teambuilding is to manage oneself.

2. Creating a Shared Vision

Leaders help others believe that a regional student services system will be of value to them. They enable members to identify the advantages of sharing student services resources and of offering a comprehensive approach to the delivery of constituent services. Accepting and acknowledging the question of "What is in it for me?" as a valid question is a first step in discovering value. A dialectical thinking process can be used to help members identify concerns and constraints they have and create a shared vision. There are multiple steps in this two-stage process.

a. Stage One—Listen. Leaders must first listen exquisitely to those who have concerns about the reasons for doing a task, even when they anticipate not liking what they believe they are going to hear, feel uncomfortable with taking time for negativity, or do not agree personally with the concerns. Second, they must verify that they heard the concerns accurately. Third, they must acknowledge the concerns as valid (even though they do not agree with them, they may not try to change them at this point). And fourth, they must allow enough time for this stage so that all of the concerns get acknowledged and recorded.

One way to accomplish this stage is to use a **Brainstorming with Anonymity** technique. Early in the process of organizing a student services committee, the leader should take time to give a general overview of the task of the student services committee and then ask, "What challenges will we face in accomplishing this?" Putting participants into triads, the leader should ask each group to identify reasons why this task might be difficult to accomplish and ask each group to designate an individual who will record all of the concerns generated and report for the group. When sharing triad findings in the larger group, have each recorder report concerns not previously reported by other groups. Record all concerns reported on newsprint. Post the sheets on the wall for all to see. Do not allow anyone to evaluate, judge, or disagree with any of the concerns reported. When the process has run its course, acknowledge **all** of the concerns as valid and close this stage without responding to any of the concerns.

You now have valuable information about the attitudes and constraints of your colleagues in this venture. You may want to meet with specific individuals to gather additional information about their needs and environments. Again, listen, verify, and acknowledge. Do not argue, disagree, advise, or sell them on the necessity of the change. **Just listen!** Individuals in the helping professions have developed skills to do this step well.

b. Stage Two—Search for Opportunities. The second step in creating a shared vision is to pose a "What if...?" question. Using the same **Brainstorming with Anonymity** process from stage one, ask the triads to list all the benefits of organizing student services on a regional basis. Record all the suggestions and post the sheets of benefits on the wall. As the groups report the possibilities and piggyback on the contributions of other triads, a vision of what could be will emerge.

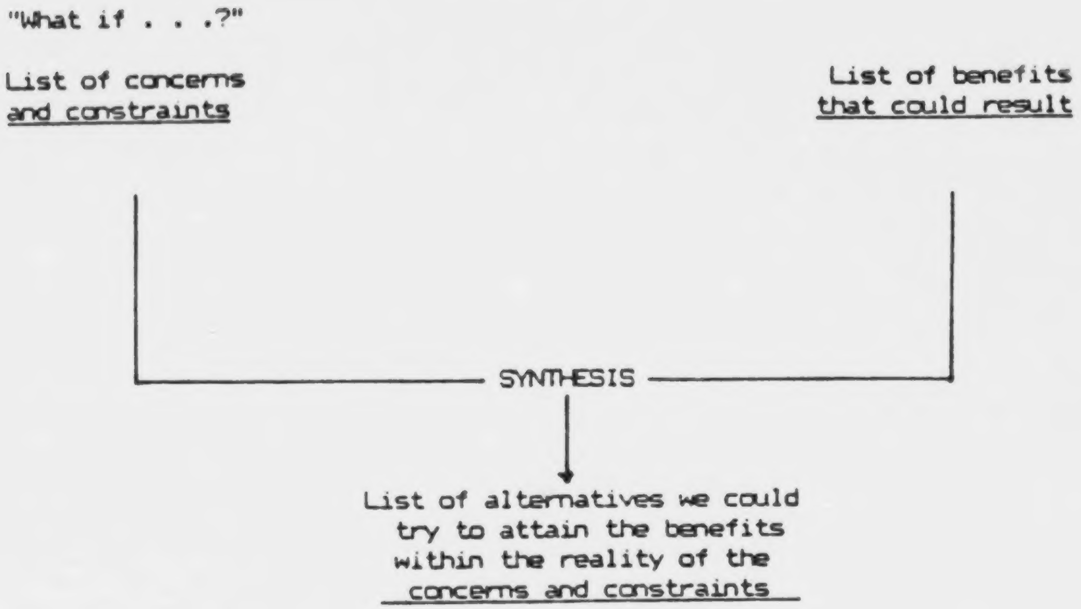
The last step in this stage is to ask the group to study both lists and ask, "How can we have the benefits we have just listed and overcome the concerns and constraints we have also identified? Let us explore ways to incorporate what could be into our present reality!" List the alternatives and any conditions that emerge from the discussion. The process suggested in stages one and two is illustrated in Figure ?.

3. Using all of Your Power

An effective leader understands power. Leaders can draw power only when they are plugged into power outlets. Leaders of student services committees need to be aware that they are leading a group of experts and have a rich diversity of expert power available to them.

Student services committee members are professionals who have had extensive, specialized training and are fairly autonomous. They have the freedom to decide how to accomplish their tasks and they also tend to identify with their profession rather than with their school. Leading a group of professional colleagues presents a unique challenge. When a group of colleagues is involved, leadership effectiveness is not measured simply. Leadership of such a group involves the effective use of one's skill in helping others solve their problems, one's ability to challenge others to strive for better management of resources, and one's ability to assess the skills and interests of each committee member and make compatible task assignments. The student services committee leader must be able to negotiate effectively in an arena of give and take, bounded by diverse organizations over which she/he has little control. The players who came to this arena may have needs that cause them to suggest goals that conflict with the goals of other players.

Figure xx
GENERATING NEW ALTERNATIVES



"What if . . .?"

List of concerns
and constraints

List of benefits
that could result

SYNTHESIS

List of alternatives we could
try to attain the benefits
within the reality of the
concerns and constraints

The student services committee leader will need to reconcile conflicting goals.

To forge working linkages between the various groups delivering student services, the leader may have to form coalitions, generate rapport between strong factions, and engage in informal, one-to-one problem-solving discussions. The challenge is to influence the various organizations and professionals to share expertise and financial, material, and time resources. The accomplishment of these tasks require the leader to organize and manage the expertise of his or her colleagues effectively. Political and diplomatic skills are of great value as is the ability to view all people in positive ways.

There are two major types of tasks that student services professionals must accomplish. They must provide a variety of services to people and they must complete the paperwork necessary in generating and accounting for the use of the resources that allow them to operate effectively. Student services professionals bring a diversity of skills and interests to these tasks and can be viewed in relationship to the resources they have on the two continuums of paper work and people. Some professionals have many resources for paperwork, while others have many resources for providing people services. Still others have both paperwork and people resources. The effective management of the resources available depends upon an accurate analysis of the potential and interests the various professionals possess along these two continuums.

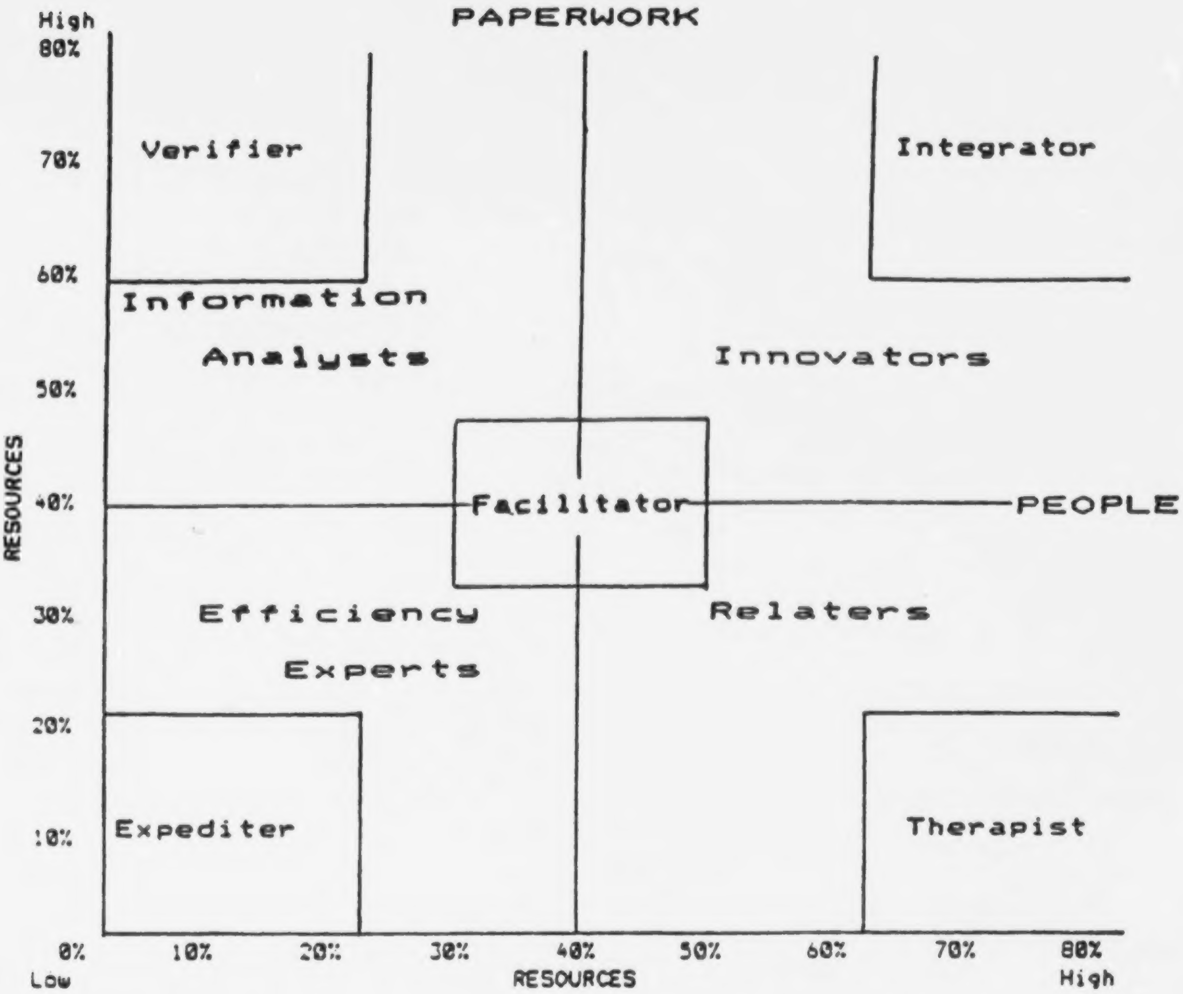
The resources available to student services personnel consist of four major types. First, there are the human resources, which consist of the skills, values, attitudes, commitment, and confidence of the professional cadre. Next, there are the resources of climate that are generated by the functional management styles of the various LEA administrators, such as teamwork, stress, communication networks, and the opportunities available for personal growth. Third, there is the operating capital available through methods, materials, schedules, locations, and equipment. Finally, there are resources available as related to the administrative support present. These resources are manifested by personnel policies, time allocations, budgets, job assignments, case loads, and beliefs about the role of student services and the contributions student services professionals can make to the local system.

In analyzing and using effectively the resources available to student services, it may be helpful to visualize the two continuums as intersecting each other and classifying student services personnel according to the resources they have available for paperwork tasks. Figure ? illustrates this concept.

Student services leaders will better use the power available to them if they can identify the types of people they have on their committee and assign tasks that are compatible with the resources members possess. The contributions the five types can make to student services committee operation can be summarized in the following ways:

Types	Characteristics	Preferred Tasks
Verifiers	Methodical	Analyze information
	Realistic	Design and conduct surveys
	Logical	Write objectives and plans
	Rational	Prepare budgets, proposals
	Planners	Plan and manage information systems
Expeditors	Decisive	Initiate problem solving
	Practical	Suggest ways to better use time
	Productive	Meet deadlines efficiently
	Quick study	Analyze what is needed
	Action oriented	Use political networks to get results
		Test reality of plans
Therapists	Relate to others	Take care of group functions
	Idealistic	Look for ways to reduce risk
	Stable	

Figure 77
STUDENT SERVICES PERSONNEL TYPES ACCORDING TO RESOURCES AVAILABLE FOR TASKS ON THE PEOPLE AND PAPERWORK CONTINUUMS


PAPERWORK
High
80%
70%
60%
50%
40%
30%
20%
10%
0%
Low
RESOURCES
Verifier
Integrator
Information Analysts
Innovators
Facilitator
PEOPLE
Efficiency Experts
Relaters
Expediter
Therapist
10%
20%
30%
40%
50%
60%
70%
80%
High
RESOURCES

Resources

HUMAN
Skills, values, attitudes, commitment, confidence. . .

CLIMATE
Mgmt. style, teamwork, stress, communications, personal growth opport. . .

OPERATING PROCEDURES
Methods, materials, schedules, locations, equipment. . .

ADMINISTRATIVE SUPPORT
Personnel policies, time, budgets, job assignments, case load, beliefs. . .

	Conservative	Identify what is presently working well
	Listen emphatically	Facilitate personal interactions
Innovators	Change oriented	Identify new alternatives
	Idea oriented	Synthesize information
	Imaginative	Design new approaches
	Reflective	Test limits and assumptions
	Visionary	Lead consensus tasks
		Delay taking precipitous action
Facilitators	Sensitive to environment	Observe and report on group dynamics
	Able to compromise	Draw others out; clarify positions
	Listen actively	
	Integrate well	Test consensus
	Negotiate to create win/win results	Suggest compromises

4. Winning Support

A second major source of power comes from administrative support. Student services committees need to tap local institutional resources if they are to be as effective as possible. Several tolls that can be used to create a strategy for winning administrative support have emerged recently. These tools are based on Carl Jung's 1930 findings on personality types. Jung identified four basic brain functions: thinking, intuition, sensation, and feeling. A multitude of scholars have expanded Jung's research and have tested a variety of applications of personality types to organizational development.

One organizational development tool of great value in winning support for a student services committee is the "principle profile." School administrators can be classified by personality type as can any other individuals or group of individuals. Each type has a preference for a specific kind of information, structure, accountability practices, and goals. Knowledge of the types of administrators from which you must win support will enable you to provide them with the information they consider significant for determining resource allocations.

The four personality types you will find in school administrative positions can be classified as analytics, structuralists, humanists, and creatives. How knowledge of personality types can help provide administrators with appropriate information can be illustrated as follows:

	Questions asked by			
Issues	**Analytics**	**Structuralists**	**Humanists**	**Creatives**
Accountability	"What kind of cost/benefit data will you report?	"What procedures will you use?	"How can you measure personal growth?	"Will you assess the total picture?"
"Plan"	"What will it cost?"	What tactics will be used?	"Who will be involved?"	"How will people be involved?"
"Growth"	"How will we profit?"	"What will our share of the market be?"	"How will the team be developed?"	"How will you develop synergy?"
Structure	"How will money be accounted for?"	"Who will report to whom?"	"How can we be autonomous?"	"How can we coordinate our activities?"

When dealing with an analytic, one needs to explain in detail how problems will be solved, to provide documented facts, to proceed deliberately, and to be patient, organized, and logical. Analytics need precise, quantitative data. They want to know what it will cost (to the penny) and what the profit will be. Structuralists are interested in control and statistics. They want to see the organizational chart; look at historical, present, and predicted enrollment statistics; read the procedures manual; and know who else has done it this way and how it worked out. Humanists are interested in the people who are involved and how the structure will facilitate their work. They want to know who will be involved in making decisions and how their input will be used. They want to hear success stories about how it has worked for other people and how specific students have been helped. When dealing with creatives, you want to talk about alternatives that exist, how ideas are going to be generated, and how you conceptualize a broadly-based student services system. You need to describe how linkages will be developed and how they will keep the services flexible and responsible to emerging needs. When dealing with creatives, be enthusiastic and involve them in the drama; tell stories of how this will help them better deal with the future.

It is important to realize that each student services committee leader has a personality type profile and that it influences the approach she/he uses to lead and to win support. The key to successful communication with other people is to use a language they understand. This means that leaders must be flexible and adapt to the preferred style of others. People in the helping professions are taught to do this. Matching the pace of the other individual shows that you respect him or her and helps you develop the rapport necessary to begin to work on the changes desired.

Leaders of student services committees must meet the challenge of providing the type of environment that will enable student services personnel to envision and conceptualize the organization they deem necessary to provide quality professional services to their constituents. They also must help others plan purposeful strategies to implement these services within the limits of their environment. These tasks are worthy of striving for excellence in leadership.

B. Staff Development

When individuals are asked to participate on a committee or within an organization, more often than not their level of participation and commitment are contingent upon two factors: personal dedication and benefits in participation. Of all the positive benefits for being involved in a SSC, staff development is probably the easiest to communicate to committee members, i.e., "what's in it for them."

Staff development is a topic which many times is overlooked or is considered to be a nice thing to do if there is enough time. In reality, it could be easily said that a good staff development plan is essential to the success of any organization, agency, or company. A SSC is no different. If one is looking to develop the *esprit de corps* of a SSC, one will need to develop and implement a successful staff development program.

Providing regional student services will require expertise on many topics. The SSC will be developing a regional plan based on assessment results which reflect needs from a diverse student population. In providing services, SSC members will need to enhance their skills in those need areas which they feel their competencies are less developed. It is, therefore, essential that the staff development plan be based on needs as identified from a needs assessment and reflect professional development activities in the areas identified. The staff development plan should be included as an essential part of the overall regional student services plan and, as such, should be presented to the board of control as necessary regional activities and funded expenditures.

There are many methods which can be used to meet staff development needs. Staff development methods include the following:

1. Attending workshops and conferences;
2. SSC meetings/inservices regarding specific topics;
3. Consultation with experts from within or outside the region;
4. Membership in professional organizations;
5. Field trips to institutions, businesses, or other regional committees/systems;
6. Participation in internships, apprenticeships, and leaves of absence; and
7. Additional coursework.

The staff development program should begin with gathering information on SSC member needs. The focus here is to gather information which will reflect areas of need for improving committee member competencies. Information gathered should give direction for planning, developing, and implementing professional development activities. Committee members need to see the relationship of their membership and their committee work to how their needs can be met both personally and professionally. The major point is that if individual competencies are enhanced, this will in turn improve individual skills in delivering regional student services.

Two examples of instruments used for gathering SSC member needs are included in this chapter (see Examples 3A and 3B). Both of these assessments have been used by a number of SSCs in the state. Methods for administering the assessments have varied, but a suggested method would be to

1. Distribute the assessment prior to a SSC meeting. Give enough time to distribute, collect, and tabulate the results, so the SSC can discuss the findings at the meeting.

2. Prepare a handout which gives the details of the findings of the assessment, give copies to all members, and discuss those topics/items which had the most number of responses or represent the highest need.

3. Have the committee prioritize the needs identified from the assessment. Once prioritized, the committee could then begin exploring possible activities/methods they would like to use to address the needs.

Once you have completed a member needs assessment, you will have a document from which you can draw agenda items that are of personal interest for committee member work for many meetings to come. A prioritized list of needs is a good starting point for contacting regional consultants (e.g., guidance, Building Fairness, special needs), and using their expertise on ways to assist in meeting staff development needs.

EXAMPLE 3A

NEEDS ASSESSMENT

SECTION I - MANAGEMENT AND LEADERSHIP

Please rank each of the following items in SECTION I from 1 to 9. A ranking of 1 would indicate you have no need for information or training in that area. A ranking of 9 would indicate you have a great need for more information or training in that area. Place one number from 1 to 9 in the blank before each item in SECTION I.

PART A - Program Management Objectives

_____ 1. Developing/implementing a process of regular needs assessement

_____ 2. Developing and maintaining a guidance program plan

_____ 3. Developing/implementing a system for program evaluation

_____ 4. Writing regular accountability or progress reports

PART B - Leadership Objectives

_____ 1. Providing consultation and assistance to faculty, community and others on issues related to effective development in students (e.g., teacher in-service on helping students with self concept problems)

_____ 2. Participating in the design and maintenance of school and non-school activities which extend the goals of counseling and guidance (e.g., curriculum revision)

SECTION II - DIRECT SERVICE OBJECTIVES

In SECTION II there are two blanks before each item. In the first blank (column C) rank the items from 1 to 9 as you did in SECTION I. A 1 indicates you have no need for further information or training and 9 indicates you have a great need for further information or training. In the second blank (column S) rank the items from 1 to 9 based on your perception of the level of student need in your school. A ranking of 1 would indicate no student need and a ranking of 9 would indicate great student need.

C S

_____ _____ 1. Providing general counseling services to all students and specific counseling to students, based on results of need assessment (e.g., group counseling on exploration of self concept)

_____ _____ 2. Assisting students to become aware of themselves and their values

C	S	
____	____	3. Assisting students to identify and clarify their interests in relation to occupational choice
____	____	4. Assisting students to identify abilities, skills, and aptitudes
____	____	5. Providing students with labor market information
____	____	6. Providing students with current occupational information and future trends (including job descriptions, wage/salary information, and training and education requirements
____	____	7. Providing students a system for decision-making
____	____	8. Providing students information on specific training programs and academic institutions
____	____	9. Providing a system for academic advisement/curriculum planning (e.g., use of an ICP)
____	____	10. Providing information about financial aids for future training and education
____	____	11. Providing a system for assisting in job placement of students
____	____	12. Identifying and assisting students with special needs
____	____	13. Assisting students to be aware of issues of sex equity
____	____	14. Providing a system for instructing students in strategies for finding employment including resume writing, interviewing and job hunting strategies
____	____	15. Providing a system for instructing students in job keeping skills

STUDENT SERVICES COMMITTEE

NEEDS ASSESSMENT

Please rank each of the following items on a scale of 1 to 10. A ranking of 1 would indicate you have no need for information or training in that area. A ranking of 10 would indicate you have a great need for more information or training in that area. Place one number from 1 to 10 in the box to the right of each statement.

SECTION I - MANAGEMENT AND LEADERSHIP					
PART A - Program Management Objectives					
1. Developing/implementing a process of regular *needs assessment*					
2. Developing and maintaining a guidance *program plan*					
3. Developing/implementing a system for *program evaluation*					
4. Writing regular *accountability or progress reports*					
Part B - Leadership Objectives					
1. Providing *consultation* and assistance to faculty, community and others on issues related to effective development in students (e.g., teacher in-service on helping students with self concept problems)					
2. Participating in the *design* and maintenance of school and non-school *activities* which extend the goals of counseling and guidance (e.g., *articulation*)					
SECTION II - DIRECT SERVICE OBJECTIVES					
A Counseling					
1. Providing *general counseling* services to all students (e.g. one-on-one)					
2. *Specific group counseling sessions* based on student need assessment (e.g. seminar					

EXAMPLE 3B

B. Career Development					
1. Assisting students to become aware of themselves and their *values*					
2. Assisting students to identify and clarify their *interests* in relation to occupational choice					
3. Assisting students to identify *abilities, skills, and aptitudes*					
4. Providing students with *labor market information*					
5. Providing students with *current occupational information and future trends* (including job descriptions, wage/salary information, and training and education requirements)					
6. Providing students a system for *decision-making*					
7. Providing a system for *academic advisement*/curriculum planning (e.g., use of an *ICP*)					
8. Providing students information on specific *training programs* and academic institutions (e.g. college selection)					
9. Providing information about *financial aids* for future training and education					
10. Providing a system for instructing students in *strategies for finding employment* including resume writing, interviewing and job hunting strategies					
11. Providing a system for instructing students in *job keeping skills*					
12. Providing a system for assisting in *job placement* of students					

The second step in determining your staff development program is to develop a region-wide needs assessment and administer it to all populations which the SSC feels appropriate (e.g., students, parents, and community). This type of assessment is much more in-depth and may require some technical assistance to aid the SSC in development. Methods and examples of this type of assessment will be discussed in the chapter on needs assessment.

The results from a region-wide assessment will give the SSC direction to plan appropriate goals/objectives/activities in facilitating student needs. This assessment will also play a key role in staff development. The assessment results may show, for example, that there is a high need for assisting students to clarify their interests in relation to occupational choice. If the SSC members are not aware of what instruments are currently available to assess students' career interests, this would be an appropriate staff development activity. A resource person/consultant could be brought in during one of the SSC meetings and a session presented on various instruments available, applicability to their needs, and methods of administration. This type of procedure could be used on any number of identified student needs in which the SSC members have indicated an interest. Individual SSC members who have expertise on a topic identified as a need shouldn't be overlooked as resource persons/consultants who could be used for an inservice activity.

The following examples were taken from staff development sections of regional student services plans. They are listed here to provide insight as to what some SSCs have identified as staff development needs and methods for meeting the need.

Staff Development Plan

Area of Interest or Need	**Developmental Methods**
Need to learn methods for planning and implementing a regional student services plan	Day inservice on methods in developing a regional student services plan

Need to learn methods for developing a region-wide needs assessment	Half day workshop to develop a regional needs assessment provided by the regional career consultant
Need to raise awareness of students to non-traditional career choices and sex-role stereotyping	Conduct a Building Fairness assessment. Based on assessment results, apply for a Building Fairness Grant to address identified needs.
Need for updated career materials region-wide	Develop a regional career resource center. Visit sites which have a career resource center in operation. Bring in resource person to assist in developing the center.
Need to make all students, faculty, and parents aware of regional student services	Inservice on developing a SSC newsletter.
Need to explore methods for identifying and assisting special needs students	Devote a SSC meeting for an inservice by the Special Needs Coordinator.

A sample staff development plan from one SSC's regional GBO plan is included (Example 3C).

C. Public Relations/Marketing

The job of getting a SSC functioning is an impressive task, which includes choosing members, forming committees, finding time to meet, and developing regional needs assessments and regional plans. Much time and effort is spent on cooperative efforts to improve services for students, and many important regional activities are being accomplished. If the aspects of a public relations/marketing program haven't been considered, now, while regional student services are in operation, is an opportune time.

EXAMPLE 3C
Career Education Association of North Central Illinois (CEANCI)

GBO PLAN: PART A

PROGRAM DESCRIPTION AND MANAGEMENT
Staff Development Plan

Staff Member	**Area of Interest or Need**	**Developmental Method(s)**	**Time Involved**
Individual Counselors	1. Need to explore and share counselor roles and programs	1a. Shadowing and visiting other schools' guidance depts.	1a. A minimum of 1 day/counselor/year
		1b. Inservice where each school brings sample programs, forms and methods etc. for display to share	1b. A minimum of 1/2 day/year inservice
Individual Counselors	2. Need for inservice time for professional development	2. Counselors should be allowed professional days to attend workshops or seminars for counselor development	2. A minimum of 2 days/year
Student Services Committee	3. Need to write and implement Regional GBO plan	3a. Develop regional GBO plan including revision of draft plan	3a. Monthly meetings as needed
		3b. Monthly meetings of Student Services Committee and/or subcommittees	3b. As needed

The first steps taken in beginning a public relations/marketing program would be to inform school personnel (e.g., students, faculty, and administration) and the general public (e.g., parents, agencies, and business/industry) of what EFE is, its purpose, what it hopes to accomplish, and its advantages. An example of this may be a brochure distributed to applicable audiences (see Example 3D). Other examples of publicizing EFE may be to present general awareness/orientation sessions to the local parent/teacher organization, the chamber of commerce, and local service organizations. Once these steps have been taken, the stage is set for a more in-depth program marketing campaign.

Two key factors in the development and maintenance of a successful regional student services marketing program are to

1. Promote awareness of services

2. Increase support for student services

In order to accomplish this, regional student services must be visible and of importance and utility to all those involved. A good marketing and public relations plan should communicate a positive image of the SSC and the regional services being offered. A SSC will need to show that regional programs are effective, efficient, and that they are meeting program goals. Methods for doing this include the following:

1. Publicity—done for the purpose of attracting positive attention (e.g., posters, advertisements, fliers, newspaper articles, radio, or TV interviews).

2. Visibility—done as a normal part of the regional student services program and also attracts positive attention (e.g., printed program materials, regional SSC brochures, regional student handbooks, and workshop presentations).

3. Networking—sharing expertise with other SSCs and student services providers.

4. Articulation—working with regional program committees, administrative councils, and boards of control to develop program goals/activities.

5. Accountability—documentation and publication of regional student services.

The following are some examples which will help a SSC develop a public relations/marketing campaign, using some of the methods mentioned above.

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Publicity and Visibility

1. Develop a SSC brochure of the regional program and services.

2. Develop and distribute a SSC newsletter, including student services activities and labor market trends.

3. Write a series of articles for the local newspaper on a variety of topics related to regional student services (e.g., career planning tips and job search techniques).

4. Make available to students one-page information sheets on career planning, job trends, and job hunting tips.

Networking and Articulation

1. Develop a regional peer advisor/student aide program.

2. Write a series of articles for the student newspapers of the SSC member schools.

3. Invite administrators and teachers to be participants in a regional career day. Have them speak about careers in education.

4. Develop a handbook for teachers of SSC member schools on handling student problems and understanding student career concerns.

5. Develop a career planning package for the parents of students in the region.

Accountability

1. Develop a regional student services plan and distribute and discuss appropriate sections with committees, community groups, and business and industry representatives.

2. Write a SSC progress report detailing goals/activities accomplished and impact made. Distribute to appropriate groups.

3. Develop and administer a regional needs assessment and share the results with appropriate groups.

4. Develop and distribute a follow-up survey of graduates from the regional system schools.

The following example is a public relations/marketing plan from a SSC regional plan (see Example 3E).

D. Evaluation of the Student Services Program

Regional student services are in the process of being implemented across the state. Most SSCs have developed plans and some have begun the process of assessing regional needs. Each SSC in the state will eventually go through the complete program development process, in some form, of assessing need, designing a plan, implementing the plan, and evaluating its effectiveness.

Evaluation within the context of EFE should be designed to assess indicators of student services program quality, efficiency, and expanded student opportunities. These indicators will ultimately illustrate the extent to which the intent of EFE program goals have been achieved. The primary purposes of evaluation within EFE student services programs are to (1) encourage program improvement activities, and (2) maximize the utilization and accountability of state and federal vocational education funding.

Effectiveness of a regional student services program is measured through the evaluation process. Statistics, written evaluations, needs assessments, and follow-up studies are all evidence of the uses and effectiveness of a regional student services program. The evaluation process provides the documentation and assures the accountability of student services programs. Evaluation is the method to demonstrate that the goals and objectives have been met.

EXAMPLE 3E
Tazewell County/Area Education for Employment
Regional Delivery System

GBO PLAN: PART A

PROGRAM DESCRIPTION and MANAGEMENT

Marketing and Public Relations Plan
Marketing Goals: General to Counseling Program

Marketing Goal	Target Population	Method(s)	Staff Responsible	Cost
Increase public awareness of counseling services of the region	Entire region: 1. school boards 2. administrators 3. staffs 4. students 5. parents 6. regional businesses 7. agencies	1. Purchase business cards for all counselors in region	System Director and TCASSC	
		2. Purchase stationery for TCASSC	System Director and TCASSC	
		3. Develop brochure on activities of TCASSC	TCASSC	
		4. Develop video tape of activities of TCASSC	TCASSC	
		5. Consider development of counseling news letter	TCASSC	

Within regional student services there are two types of evaluations:

1. General program evaluation—Is the program effective as a whole and awareness of services and image.
2. Evaluation of services—evaluation of specific objectives within the regional student services plan.

General program evaluation takes a comprehensive look at the regional student services program. This type of evaluation is based on the opinions and perceptions of the regional program by various groups. Because it is based on perceptions rather than statistical data, general program evaluation should not be the only method by which the regional program is judged.

Many sources should be explored in the general program evaluation in order to determine what changes may be necessary. Sources could include

1. Students, faculty, and administration;
2. Core personnel on the SSC;
3. Representatives from business and industry and community agencies; and
4. Regional consultants, such as Building Fairness and career guidance.

Methods and tools for general program evaluation may include survey questionnaires, telephone surveys, and articulation. Using these methods, four areas should be examined:

1. Perceptions regarding the regional student program compared to the last assessment (if there was one)
2. Rating the effectiveness of regional student services program and activities
3. Perceptions about needed improvements

4. Assessment of the amount of use of regional student services

Information regarding the program as a whole, whether gathered through surveys or articulation methods, should be used in the preparation of the progress report described later in this section. An example of a general program evaluation has been included (see Example 3F).

EXAMPLE 3F

Workshop Evaluation

We would like to determine if: (1) the workshop met your needs.
(2) the workshop design and activities were appropriate for achieving workshop objectives.

Directions: Please circle the number which best expresses your reaction to each of the items below. Space for your comments is provided on the bottom portion of the page.

1. The objectives of the workshop were:	Clearly Evident	7	6	5	4	3	2	1	Vague
2. The organization of the workshop was:	Excellent	7	6	5	4	3	2	1	Poor
3. Workshop materials and activities were:	Interesting	7	6	5	4	3	2	1	Dull
4. The scope of the coverage was:	Adequate	7	6	5	4	3	2	1	Inadequate
5. My attendance at the workshop should prove:	Beneficial	7	6	5	4	3	2	1	Not Beneficial
6. Overall, I thought this workshop was:	Excellent	7	6	5	4	3	2	1	Poor

The stronger workshop features were: ______________________________

____

____

____

The weaker workshop features were: ______________________________

____

____

____

Comments: ______________________________________

____

____

Evaluation of services and goals will most likely be the largest portion of the regional student services evaluation system and it should have been built into each activity or task within the regional plan. If a year-end evaluation or progress report of the SSC is completed, data from the regional direct services evaluation would be included. When evaluating direct service activities, information gathered should include the following:

1. How many students were involved or participated?
2. Did the target population attend?
3. How much SSC or subcommittee time was involved in planning and implementation?
4. What was the impact of the activity? (Were there changes in knowledge, attitudes, or perceptions, and were the participants satisfied?)
5. What were the costs in relation to the impact and effect?

If the activity was ineffective, based on the results of the preceding five considerations, the following should be considered:

1. Was the marketing adequate and did it reach the target population?
2. Did the activity address the need effectively?
3. Was the need realistic?
4. Was the facilitator or program content ineffective?

Methods for evaluating direct service objectives and activities of a regional student services plan may fall into one or more of the following four categories:

1. Completion—determines whether or not the activity was completed or not.
2. Tabulation—determines what services were used and for what purpose (e.g., determines quantity and how many students participated).

3. Satisfaction rating—determines if the participants were satisfied with the activity (e.g., determines quality and activity effectiveness).

4. Pre-test/post-test—determines impact of an activity by measuring perceptions before and after the activity (e.g., before a regional career night have students fill out a survey on career awareness and at the completion of the career night fill out the survey again).

An example of an evaluation questionnaire utilizing different types of questions is included (see Example 3G).

The final step which should be considered in the evaluation process is a year-end progress report. The report summarizes the SSC's activities from the regional plan for the year and provides evidence of an effective program, including the accountability to support student services as an indispensable part of the system's educational process. This report can be easily compiled and written if the methods outlined in this section are implemented and recorded.

The SSC progress report should be presented to the board of control and a condensed version should be presented to all applicable advisory councils, committees (including business and industry), and community members. The progress report has the potential to be a very potent marketing tool for garnering program support and should be exploited to the maximum.

There are many types and formats of progress reports. The following is a suggested five-part format:

1. Abstract—an introductory statement used for describing the nature and purpose of the report and to summarize the program.

2. Evaluation by SSC plan activities—the major portion of the report where the various objectives are listed and evaluation information supplied.

3. Regional program impact—used to illustrate trends and provide information concerning the value and effectiveness of various methods.

4. Recommendations—should summarize suggestions, future needs, and directions of the regional program based on evaluation results and could include requests for changes/additions to the program.

5. Appendices—should list the printed materials developed/produced which could include brochures, bulletins, workshop/activity fliers, handouts, and publicity items.

CHAPTER 4

NEEDS ASSESSMENT

Developing and implementing an in-depth regional student services needs assessment is the first step toward regional program accountability. The assessment will determine regional program priorities and provide the basis to build and support regional student services methods and services.

Regional needs assessment is a process which involves all participants in regional student services programs in identifying problems, determining needs of students and SSC members, and the prioritizing of those items identified. A key ingredient for structuring a needs assessment is to involve as many different populations in the region as possible, such as faculty, administration, agencies, business and industry, and community members.

The following are just a few of the reasons why a SSC should develop and implement a regional needs assessment:

1. To base regional student services program on **student** need in order to most effectively serve the student
2. To structure the SSC's time most efficiently and effectively
3. To dispense with outdated services which do not respond to the current labor market
4. To expand needed regional student services
5. To document the need for the SSC and its services

6. To identify SSC staff development topics

7. To gain feedback on regional student services program impact

Methods for Developing Regional Needs Assessment

1. Define the current regional student services program.

    This is a description of the program as it now functions. There are generally three categories of information which may be useful in describing the present regional program.

    a. Program specific—looking at the regional program as a whole

        1. Present services—What are the present tasks of the SSC members in relation to regional programs?

        2. Image of regional services—What is being done for regional public relations/marketing of programs and activities?

        3. Resources available—What regional financial, material,and technical assistance is available? How can it be accessed and allocated?

    b. SSC member specific—looks at each SSC member in relation to regional programs and SSC activities

        1. Time management—Is SSC member time spent efficiently? Is there duplication of effort on regional activities?

        2. SSC competencies—Are there SSC members who already have competencies in meeting regional goals and activities? Can they provide regional staff development inservice tasks?

    c. Student specific—examines the present regional student population

1. Student demographics—describes regional student populations by category and type (e.g., how many are juniors/seniors, college bound, special needs, and/or teen parents?).

2. Student use of regional student services programs—information gathered from regional scheduling records and tabulation of how many participated in an event (e.g., regional career day, career planning and seminar).

2. Assessment of regional needs

Once a clear picture of the present regional student services program has been developed, the next step in an assessment process is to provide the evidence needed to make changes and establish priorities from year to year. Three areas should be considered in establishing the priorities of the regional students services program.

a. Program priorities

1. Image of Regional Services—What steps need to be taken to increase visibility and enhance the image of regional student services programs? What needs to be changed to bring the image in line with regional goals?

2. Organization—What is the most effective method to organize the SSC? What assignments of responsibility need to be changed?

3. Services—What types of services need to be added to or deleted from the student services plan? What unnecessary tasks should be eliminated?

b. SSC member specific

1. Member Skills—Which SSC member skills can be matched with existing goals and objectives?

        2. Member Competencies—What type of staff development activities can enhance SSC member competencies to better meet regional goals?

    c. Student specific

        1. What are priority student needs and services?

        2. What are the most effective and efficient methods to meet student needs?

Methods of Assessment

Regional student services assessments fall into two general categories:

1. Written Assessment—can give documented evidence that a need exists. Results lend themselves to statistical analysis.

    a. Surveys and questionnaires—a written document which is used to gather information

    b. Tests—standardized instruments which offer statistical evidence to compare the person taking the test to the general population (e.g., tests such as aptitude, personality, and interest inventory).

    c. Records—any document which shows evidence of need (e.g., evaluation of activities and tabulation of students present at a region sponsored event)

2. Direct Assessment—(through input at meetings) this type of information has the advantage of immediate feedback

    a. Articulation—information gathered by direct contact with individuals or groups

    b. Phone surveys—phone persons/groups to be assessed

    c. Consultation—confer with professionals inside or outside the region

Development and Use of Written Needs Assessment Tools

The survey or questionnaire is a common tool in needs assessment. It is used mostly with students, but is also an excellent method for soliciting data from a variety of other sources which need to be accessed in assessing regional programs.

The first step in developing an instrument is to consider whether the questions to be used will be "open," "closed," or a combination of each.

An open approach avoids leading target groups along a predetermined path. The respondent is asked to respond in a manner which is not restrictive by wording or possible answers. An open approach survey question may read as follows:

1. In your opinion, what is the most valuable service being provided by the SSC?

The closed approach is the method most often used in developing survey instruments. It assumes that there are certain tasks or objectives of the program being assessed. The respondent is limited to reacting to predetermined statements, such as

1. Of the following SSC regional services, the most valuable is
    a. The career night
    b. The career resource center
    c. The career planning seminar

In developing questions and formats for survey questionnaires of either approach, there are a variety of different question styles and formats. These include

1. Open ended—This style of questions can be used in either approach. "Suggestions for improvement of regional student services" is an example of the open approach. This placed in front of a suggestion box is one method. A sample of a closed approach using this style might be, "The most important thing I need to know about myself in order to choose a career is _______________."

2. Multiple choice, for example, "In order to choose a career, I would benefit most from

   a. awareness of my values and needs in life

   b. awareness of my abilities and aptitudes

   c. knowledge of methods to make decisions

3. Rank ordered—An example of this type of survey might be to list all of the objectives from the regional student services plan and have students, parents, and faculty rank them based on priority from greatest to least.

4. Likert scale—A Likert scale assigns numerical values in ranking the individual importance of each question. For example, "Students being taught methods and strategies to find employment" (If 1 = highest priority; 6=lowest priority).

   1 2 3 4 5 6 (circle one)

5. Semantic differential—A semantic differential is a continuum with opposite adjectives or phrases on either end (e.g., I think of myself as

   sad ____ happy

6. Forced choice—for example, "Students would benefit from a more realistic understanding of their aptitudes and abilities":

   True/False or Yes/No

   This type of question has no middle ground. A decision must be made.

7. Checklist—A checklist may be used as a format for an entire survey (e.g., check all those which you feel should be a priority or used in individual questions, such as "I would benefit from

   _____ knowing how to write a resume

   _____ awareness of job interview techniques

   _____ knowing how to find a job

   _____ none of the above

Example 4A, included in this chapter, is an example of a SSC regional needs assessment currently being used. There are several points to consider with this survey

1. Purpose of the survey is clearly noted and defined at the beginning.

2. The survey has two purposes: a) to determine status/ satisfaction of the present program and b) to determine what services need to be changed or expanded.

3. The survey has open-ended questions at the end to provide input from more than just one type of question.

4. The survey is being distributed to a variety of class levels and all applicable regional staff.

5. The major portion of the survey can be scored by machine, using computer optical scan forms.

EXAMPLE 4A

KISHWAUKEE EDUCATION CONSORTIUM
A Regional Education for Employment System

Genoa-Kingston Dist. 42
Hiawatha District 426
Sycamore District 427
DeKalb District 428
Malta District 433
DeKalb County Special
Education Association

Guidance and Counseling Assessment Survey

The purpose of this survey is twofold: 1) To determine your satisfaction with guidance and counseling services and 2) to determine what services need to be developed or expanded in meeting the needs of students within our school and region. Your input is appreciated.

Use the computer answer form provided to complete the survey, DO NOT WRITE ON THIS SURVEY. Do not put your name or social security number on the answer form.

Section I.

Based on your experience, please darken the letter that best represents the percent of time you feel you were assisted in the following guidance and counseling areas within your school/region

A) Good	(80% or better)
B) Above Average	(60 - 79%)
C) Below Average	(40 - 59%)
D) Poor	(below 40%)
E) No basis for judgement	

1) Availability of counselors to students?

2) Counseling provided for personal concerns? (e.g. relationship conflicts, family concerns, drug abuse, sexual concerns etc.)?

3) Assistance provided in course selection & scheduling?

4) Assistance provided in selection of KEC Regional Vocational classes (cosmetology, computer applications, auto body, etc.?

5) Assistance provided in selecting & planning for a career?

6) Assistance provided in college selection and future training options?

7) Assistance to students in identifying their abilities, skills, and aptitudes?

8) Helping students learn methods for problem solving and decision making?

9) Counseling & guidance services provided to students with special needs? (e.g. gifted, handicapped)

10) Assisting students in obtaining information about local and regional employment opportunities?

11) Assistance in standardized test preparation and interpretation? (e.g. the ACT, SAT, PSAT, GATB, ASVAB)

12) Providing information on financial aids for future training and education?

13) Counseling provided for students with discipline and truancy problems?

14) Assistance provided to students with academic problems?

15) Availability of counselors for conferences with parents and faculty.

16) Providing orientation of new students to the High School?

17) Overall how would you rate the services provided by the counseling program?

Section II.

Please DARKEN the response that best represents **your NEED** within this school or region for the following guidance and counseling services:

A) Most important
B) Moderately important
C) Slightly important
D) Not important at all
E) No opinion

18) Counseling for personal concerns? (e.g. family concerns)

19) Information of programs on drug & alcohol abuse?

20) Information on programs on sexual issues?

21) Assistance with course selection & scheduling?

22) Assistance with college selection/admission or choosing other options for future training?

23) Assistance with KEC Regional course selection? (Cosmetology, computer applications, auto body, automotive services, and other vocational skill courses)

24) Assistance in career exploration & career planning?

25) Assistance with self awareness and values clarification?

26) Assistance in preparation & interpretation of tests: (e.g. the ACT, SAT, PSAT, GATB, ASVAB)?

27) Assistance in obtaining information on local and regional job opportunities?

28) Assistance with job search and job keeping strategies?

29) Providing assistance to students with truancy and discipline problems?

30) Providing orientation to all new students to the High School?

31) Providing orientation to students enrolled in KEC regional vocational classes.?

32) Assistance in job placement (part-time employment while going to school, full-time after graduation.)?

33) Assisting students to become aware of new, emerging and non-traditional career options.

DO NOT WRITE ON THIS PAGE

Section III.

Please darken the letter that represents the school you are presently attending and your present level in school:

		A	B	C	D	E
34)	School:	Genoa-Kingston	Hiawatha	Sycamore	Malta	DeKalb
35)	Level:	Freshman	Sophomore	Junior	Senior	Staff

Section IV.

Please write comments on the answer form in the space provided.

36) Other services you feel are needed which can be provided by the Guidance department:

37) Comments or questions about Guidance services:

Conclusions and Recommendations

The following are points to consider in developing and administering a regional needs assessment.

1. Cost

   a. Determine sources of funding available to the SSC for developing the assessment.

   b. Determine approximately how much funding will be put into the aesthetics of the assessment (e.g., will it be typeset; will paper choice be bond, laid, or duplicating).

   c. Determine which groups and how many in total the SSC wants to assess and if the number assessed will depend on the amount of funding available. Will there be postage costs?

2. Development

   a. Keep the assessment simple, with clearly understood directions and response choices.

   b. Use several types of questions/formats in order to receive a variety of responses making the results more reliable.

   c. Consider the type of questions to be used and the time needed to tally responses (e.g., the more open ended questions the more time will be spent summarizing responses).

3. Administration

   a. How and where will the assessments be given? What type of cooperation will be needed from the regional schools? Could it be given in regional school home rooms, during student conferences, or distributed through a regional or local newsletter?

b. Will the population be randomly sampled or will everyone be assessed? For the best results a variety of groups should be utilized (e.g., students, parents, administration, and business and industry).

4. Tallying the Results

   a. Try to set up the assessment to be scored by machine, utilizing computer optical scan forms.

   b. Consider the time involvement in scoring the assessment. Can student helpers assist in the scoring?

   c. Be sure to look at the return rate of the assessment. The return percentage rate is directly related to the validity of the results.

   d. As the results of the assessment are tallied, consider how you want to interpret the results before publicizing them to the public.

5. Covering all the Bases

   a. Be sure to meet with the appropriate administrators (e.g., board of control, system director, and/or principals) prior to developing and disseminating the assessment to clarify the purpose and the SSC's intentions.

   b. Before disseminating the results of the assessment to the general public, meet with the appropriate administrators to discuss the outcomes.

6. Utilizing the Results

   a. Prepare a brief summary report for the systems director and the board of control. The report should include

      1. a compilation of results,

      2. an interpretation of results, and

      3. SSC recommendations.

b. Revise the regional student services plan using the assessment results.

c. Use the results to develop public relations/marketing activities.

CHAPTER 5

STUDENT SERVICES PLANS

The development of any new system is a difficult process and planning is an essential part of that process. A system without a plan may not be effective, efficient, or even get off the ground. The most active and successful regional student services committees have developed student services plans.

A student services plan should be comprehensive, integrating all areas of student services. The plan should be based on students' needs, provide the basis for program accountability, and should be used as a management tool and agenda for the student services committee. In addition, it should fulfill section 3 of the EFE plan.

The primary motivation to develop, maintain, and operate under a student services plan is to insure quality, access, and efficiency of student services to all students and to effectively support the regional vocational system.

Comprehensive student services plans may be developed utilizing available methods, such as Regional Guidance By Objectives, or regions may create their own system. This chapter will focus on rationale and methodology for plan development.

Section 3 of the EFE Plan

Education for Employment regions are required to submit a regional plan to the state for reimbursement. Section 3 of that plan concerns student services. Each region must provide information on what student services are being provided to special needs students, how the issue of sex equity is being addressed, and what services are available to single parents and homemakers (if appropriate). Information on the organization of the student services committee and how student services are coordinated and articulated must also be provided. Finally, each region is accountable for eight key components of counseling and guidance programs: general counseling, assessment and evaluation, career information, educational/career planning, placement, special populations counseling, Building Fairness, and follow-up.

In response to section 3 of the EFE Plan, a region may submit up to four separate documents, dependent upon specific local needs. These four are

1. The regional counseling and guidance plan.

   There are two methods for complying with section 3 in counseling and guidance.

   a. **The Counseling and Guidance Improvement Plan** This is a brief summary of the availability, quality, and activities for improvement of the eight key components.

   b. **The Regional Guidance by Objectives Plan (GBO)** This is a comprehensive planning system which covers all areas of student services and may be used as a management plan for regional student services in total.

2. The Vocational Education Support Services Addendum (VESSA)

   This is an application for funding to support services to special needs students (disadvantaged, handicapped, limited-English proficient).

3. The Building Fairness Plan

   This is a regional application for funding to support Building Fairness activities. Additional information is provided here to detail efforts made to overcome sex bias and sex role stereotyping in each region.

4. Building Opportunity Plan

   Assistance is available to single parents and homemakers in areas of the state having the greatest need. These contracts are administered by ISBE/DAVTE and funding is provided based on specific criteria. Regions need to provide information on what services are available to this population.

Developing Student Services Plans

The student services plan is typically developed by the student services committee in cooperation with the regional system director. Different portions of the plan may be developed by individuals, subcommittees, or related committees (e.g., a special needs committee). The final document should, ideally, be an integration of the four student plans—Guidance, VESSA, Building Fairness, and Building Opportunity—into one plan. This plan is then submitted to the regional board of control for approval and then included in the EFE Plan for the state.

General considerations in student services plan development include the following:

1. **Involve appropriate personnel**

   There are four areas of student services which may be addressed within the plan. The committee should have members who have professional responsibilities in each of these areas. These people should be directly involved in developing the section of the plan covered by their expertise. It is essential that those who will actually be responsible for carrying out the goals and activities within the plan have an ownership in its development. In addition, these people will have the background knowledge and experience base to know what activities and methods will be appropriate and effective.

   In some cases, the systems director may have the background to write the plan. One disadvantage of this is that the systems director cannot carry out the plan alone. Involving the committee in the planning generates support for implementation of the plan and the regional vocational system.

2. **Solicit outside input**

   In addition to student services committee members, there may be others who can provide valuable input. These may include ex-officio SSC members, community college staff, agency personnel, representatives of local business and industry, regional program committees, and the administrative council of the regional system.

3. **Base the plan on needs**

While it is not always possible to collect in-depth needs assessment data before development of the plan, a needs assessment should be a priority of the committee. The range and scope of possible activities that fall under student services is enormous. A needs assessment is essential to focus the committee on appropriate and achievable goals. Chapter 3 provides information on methods of needs assessment.

4. **Integrate the four areas of student services in the plan**

Section 3 of the EFE plan describes four possible sub-sections of the student services plan. While these sub-plans are in essence quite different in design and purpose, care should be taken to avoid developing them through four different groups in a vacuum. This would defeat the purpose of regional cooperation and articulation and invite redundancy of services and efforts.

The student services plan should be developed with the approach that it is one plan with up to four parts. The personnel directly concerned with each part may have primary responsibility for development, however, all appropriate information should be shared with the SSC before finalization. This can be done through a presentation at an SSC meeting, in which the goals for each part are explained and discussed, with input solicited. Ideally, the committee could utilize a system such as Guidance by Objectives, which encompasses all areas of student services in its format. The VESSA plan, for example, may be included under the special needs objective in the GBO format with additional activities on how special needs and counseling personnel will cooperate.

Developing the Counseling and Guidance Section of the Student Services Plan

The two following methods are currently used to complete the counseling and guidance section of the student services plan:

1. **The Counseling and Guidance Improvement Plan**

   The forms for the Counseling and Guidance Improvement Plan are included in the material in section 3 of the EFE Plan. Examples of completed forms from current student services committees follow (see Examples 5A and 5B).

   A. Advantages of Counseling and Guidance Improvement Plans

      1. The plan complies with the requirements of section 3 of the EFE Plan.

      2. The plan can be quickly developed, typically over the course of one or two regular meetings of the student services committee.

      3. The plan addressed the eight key components of counseling and guidance in EFE and focuses on objectives and strategies for improvement.

      4. The plan provides an agenda of activities for the student services committee.

Due at ISBE on March 31st

TWO RIVERS VOCATIONAL
EDUCATION SYSTEM
System Name

March 31, 1988

COUNSELING AND GUIDANCE KEY COMPONENTS

Please indicate by checking the appropriate box both the status of availability and status of quality for each key component.

KEY COMPONENTS	STATUS OF AVAILABILITY			STATUS OF QUALITY
	Available to Students at All Sites	Available to Students at Some Sites	Not Available	Needs Improvement
1. General Counseling - Educational, career, and personal counseling as well as information and counseling to facilitate understanding of self, personal goals, values, and needs	☒	☐	☐	☐
2. Assessment/Evaluation - Process and procedures to assist students and staff to understand their abilities, skills, and interests in relation to future education, training, and career choices	☐	☒	☐	☐
3. Career Information - Assisting students in understanding and learning about occupations, labor market trends, and careers which match their abilities, skills, and interests	☐	☒	☐	☐
4. Education/Career Planning - Assisting students to understand and utilize decision making skills and to apply these skills in the selection of courses and programs and in planning for the future	☐	☒	☐	☐
5. Placement - Assisting students in all appropriate ways to make the transition from education or training programs to employment or further education	☐	☒	☐	☐
6. Special Populations - Assisting students with additional needs including students who are disadvantaged, handicapped, limited English proficient, single parents, homemakers, or at-risk youth. This assistance should include identification, assessment, career planning, counseling, problem solving, transition, and other support services (such as tutoring, referral to other agencies)	☐	☒	☐	☐
7. Sex Equity - Information and guidance to all students and staff which will increase their awareness of nontraditional career options	☐	☒	☐	☐
8. Follow-Up - Obtaining information from program completers and leavers pertaining to the total education for employment program and the counseling and guidance program	☐	☒	☐	☐

ISBE 15-72 B

EXAMPLE 5A
Two Rivers Vocational Education System

Due at ISBE on March 31st

NOTE: If a regional Guidance By Objectives (GBO)Plan has been developed it may be submitted in lieu of this improvement plan.

COUNSELING AND GUIDANCE IMPROVEMENT PLAN

TWO RIVERS VOCTIONAL EDUCATION SYSTEM
System Name

EXAMPLE 5B
Two Rivers Vocational Education System

KEY COMPONENT	IMPROVEMENT OBJECTIVES*	ACTIVITIES**	PERSON RESPONSIBLE	ANTICIPATED COMPLETION DATE	ACCOMPLISHMENTS
	1. Develop action plan to guide student services committee FY-89	1.1 Based on requirements for regional plan, survey results of Two Rivers schools 1.2 From Building Fairness evaluation create an action plan to guide student services committee activities	- Student Services Chairman & Planning Grant Director	2/29/88	Information is in following components
Assessment/Evalu.	2. Assist student to understand his/her abilities, skills, interests relatng to vocational education	2.1 Investigate coordination selecton and administration of student assessment tools.	Planning Grant Director Guidance personnel, Student Svc. Committee	6/1/89	
Career Info/Educ-Career Plannings	3. Assist student in selecting vocational courses and programs and in planning for the future	3.1 Prepare and distribute regional vocational education programs recruitment videos	Plannning Grant Director Student Services Committee	3/ /89	
		3.2 Investigate feasibility of regional UCP'S for vocational education	Planning Grant Director Student Svc. Committee, Guidance Personnel	6/ /89	
Placement/General Counseling	4. Facilitate Dissemination of counseling and guidance information	4.1 Develop regional guidance calendar	Guidance Personnel, Student Svcs. Committee	ongoing	

* List objectives for improvement of key components identified as "needs improvement" as identified on the Counseling and Guidance Key Components form.

** What strategies will be used to bring about the change described in each objective?

ISBE 35-72C

5. The plan addresses issues related to all four areas of student services.

B. Disadvantages of Guidance Improvement Plans

1. The plan does not cover student services committee management, articulation, and leadership.

2. The plan does not incorporate specific needs assessment data.

3. The plan is not a comprehensive approach to the development of regional counseling and guidance services. The focus is on objectives that need improvement.

C Methods of Development

The Counseling and Guidance Improvement Plan should be written utilizing all members of the student services committee with the systems director providing input. Generally, development of this plan may be accomplished in two regular SSC meetings (at four hours each). The general process for plan development is explained in the following outline:

Counseling and Guidance Improvement Plan development process

1. Determine availability of eight key components at all sites in the regional system. Counselors representing each regional district on the committee will be able to provide information on the type and quality of services presently available.

2. Determine which of these components need improvement. The ideal would be to have student needs assessment and evaluation data to identify key components which need to be upgraded. The counselors on the SSC can estimate needs if comprehensive data is not available.

3. Once key components have been identified as needing improvement, the SSC can be broken into sub-groups at the meeting to begin developing improvement objectives and activities.

4. Once the sub-groups have written a draft for each component identified, the draft should be read to the entire SSC. All committee members then have an opportunity to make changes, additions, and deletions.

5. Depending on the number of components identified and the scope of the activities for improvement, the process may extend over two committee meetings or more.

6. Once a draft of the plan is complete, it should be typed and sent to all SSC members prior to the next regular meeting. Members should be requested to critique the plan and come prepared to discuss changes for the final document.

7. At the following meeting of the SSC, the entire plan should be discussed and refined. The final document should be sent through the appropriate process for approval and inclusion in the EFE Plan.

2. Regional Guidance by Objectives Plans (GBO)

The Guidance By Objectives (GBO) System was created in order to assist counseling and guidance programs to develop and revitalize student services. It focuses on systematic assessment, planning, evaluation, and upgrading of counseling and guidance programs. The Guidance by Objectives Handbook, available from the Curriculum Publications Clearinghouse, provides indepth information on the development and purpose of GBO systems. Sample forms from regional GBO plans follow in Examples 5C, 5D, and 5E.

A. Advantages of Regional GBO

1. GBO complies with the requirements of section 3 of the EFE Plan.

EXAMPLE 5C

ELEMENTS OF A GBO PLAN

Part A: Program Management Objectives

- Program Rationale and Policies
- Organizational Diagram
- Staff Job/Task Description
- Needs Assessment Plan
- Evaluation Plan
- Long-Range Goals
- Staff Development Plan
- General Marketing Plan
- Specific Activity Marketing Plan
- Calendar
- Budget

Part B: Leadership Objectives

- Consultation
- Articulation

Part C: Direct Service Objectives

- General Counseling Services
- Specific Counseling Services
- Counseling for Self-Awareness
- Occupational Interest Clarification
- Realistic Ability/Aptitude Assessment
- Guidance in Local Labor Information
- Guidance in Occupational Information
- Guidance in Decision-Making
- Future Educational Planning
- Curriculum Planning
- Guidance in Financial Aid Information
- Job Placement
- Counseling Students with Special Needs
- Counseling with Sex Equity Issues
- Guidance in Job Search
- Guidance in Job-Keeping

VALEES Guidance by Objectives Plan

Part C. Direct Service Objectives
Section 1. Counseling
Year 1988-1993
Objective a. Provide general counseling services to all students

Needs	Methods	Responsibility	Calendar	Cost	Evaluation Methods
1. Expand awareness of the availability of personal/social counseling services	1a. Develop a regional directory of available services (*Choosing New Directions*)	1a. Student Services Committee	1a. Ongoing	1a. See Marketing Plan	1a. Completion
	1b. Develop a regional plan for inservices for counselor training	1b. Student Services Committee	1b. Ongoing	1b. ----	1b. Completion
	1c. Distribute information on guidance and counseling services	1c. Student Services Committee	1c. '88-'90	1c. As determined	1c. Completion
2. Career counseling services	2a. ICP implementation	2a. Local counselors	2a. Ongoing	2a. ------	2a. Completion
	2b. VALEES CareerFest	2b. Student Services Committee	2b. Ongoing	2b. See Marketing Plan	2b. Participant evaluation
	2c.WCC College Night	2c. WCC	2c. Ongoing	2c. WCC	2c. Participant evaluation
	2d.Horizons CIS/GIS (computerized regional network)	2d. Student Services Committee/Board of Control	2d. Ongoing	2d. $8,000 and local hardware	2d. Completion
	2e. Cooperation between WCC and high schools on available information (eg. high school groups visit college)	2e. WCC and local counselors	2e. Ongoing	2e. ------	2e. Satisfaction

GBO PLAN: PART A

PROGRAM DESCRIPTION and MANAGEMENT

Evaluation Plan Outline

I. Initial Planning

A. Guidance Services Committee and KEC staff will meet to discuss evaluation, make decisions, and divide responsibilities of developing evaluation system.

II. Develop Evaluation System

A. The regional Guidance by Objectives (GBO) will be evaluated by compiling results of regional goals and objectives successfully met.
B. If/when a RGC is hired, a form for evaluating the RGC will be developed by a subcommittee of the GSC. The evaluation form will be a method of measuring strengths and weaknesses of the RGC. This evaluation will be completed annually by the GSC members. Results of this survey will be forwarded to the planning grant Director. If the evaluation of the RGC is poor, some plan for remediation will be implemented with the regional Director. Steps of remediation will be taken. The RGC may wish to administer an informal evaluation of services provided by the RGC office prior to the formal evaluation.

C. An GSC and KEC staff subcommittee will develop an evaluation form to measure the committee's effectiveness.

III. Implement Evaluation System

A. The Guidance Services Committee and the KEC staff will monitor, record, and file evaluation data collected in the form of a progress report from the Regional GBO Plan with input from the regional planning Director.

B. Schedule and implement evaluation activities obtaining input from:

1. Students/graduates
2. Faculty/administration
3. Parents
4. Community agencies
5. Guidance Services Committee/KEC staff

C. The GSC, along with the KEC staff, shall annually provide evaluation of and feedback to the RPD as it relates to Guidance Services Committee.

IV. Utilize Data

A. The KEC staff in conjunction with the Guidance Services Committee will write a progress report to be submitted to the regional administration annually.

B. Based on the data collected, the Guidance Services Committee and the KEC staff will modify the current regional GBO plan.

2. GBO provides a comprehensive system for the development and management of accountable regional student services.

3. Local GBO Plans have been developed by over 500 Illinois high schools, community colleges, and area vocational centers. These local plans will automatically dovetail with the development of a regional GBO plan. In addition, many counselors are already trained in developing and implementing GBO systems.

4. GBO provides an ongoing agenda for the student services committee for approximately two to five years.

5. GBO integrates all areas of student services into one overall student services plan.

6. Resources, such as the GBO Handbook and the GBO Planning Software Package, are available to assist in GBO plan development.

B. Disadvantages of Regional GBO

1. Regional GBO plans require more time for development (approximately one full day inservice).

2. Regional GBO systems are more in-depth and may require a greater investment of committee time and effort to accomplish a more comprehensive set of goals and activities.

C Methods of development

A regional GBO plan is most easily accomplished utilizing the input of the entire student services committee. The following outline is based on developing a **draft** regional GBO Plan in two meetings. The first meeting could be held during a regular student services committee meeting. The purpose of this meeting is to orient the committee to regional GBO and to provide the set-up for the planning day. The orientation takes approximately 60 minutes. The second meeting would be the "planning day" during which the actual draft plan would be developed. The planning day should be approximately 8:30 am to 3:30 pm. The planning session could also be broken into two half days.

Regional GBO Planning Day Outline

1. Time needed:
   8:30 AM - 3:30 PM

2. Materials needed:
   a. chalkboard/flip chart
   b. regional GBO planning day outline
   c. copies of sample regional plans from other regions
   d. GBO brochures
   e. GBO Handbooks for committee members who don't have them
   f. multiple copies of GBO plan forms

3. Audience:
   The regional student services committee (in order to be successful, it is essential that at least one committee member from each regional school be present).

4. Facilities:
   Quiet meeting room with writing surfaces for committee members.

5. Procedures:

   8:30 AM a. Introductions
   b. Agenda for the day
   c. Explain the need for tight structure of time to accomplish task
   d. Questions or comments?

9:00 AM a. Pass out GBO plan forms, sample GBO regional plans, and GBO guidelines

b. List first nine objectives to be covered on the board broken into three groups as follows:

Group 1	Group 2	Group 3
2a. Provide methods . . . for values awareness.	3a. LMI	5a. Future training options
2b. Identifying interests	3b. Occupational information	5b. Curriculum planning/ registration
2c. Identifying abilities	3c. Decisionmaking	5c. Financial aids

c. Request volunteers to write on each group of objectives. Counselors may choose their group based on interest or expertise.

d. Once groups have been decided, allow each group 20 minutes per objective (9:15-10:15 should allow time to cover these).

e. Emphasize that this is a draft and will need to be refined in the future. Participants will probably write more into the draft than is feasible timewise. They should write based on what would be beneficial regionally.

f. Assist groups as needed.

10:15 AM Discussion and readout of the first nine objectives (allow 45 minutes for discussion)

11:00 AM a. List next nine objectives on board as follows:

Group 1	Group 2	Group 3
6a. Placement	7a. Special needs	8a. Sex equity
9a. Job search	1a. Consultation (Leadership obj.)	1a. General Counseling
10a. Job keeping	2a. Articulation (Leadership obj.)	1b. Specific counseling/ other duties

12:00 PM LUNCH

1:00 PM Discussion and readout of last nine objectives (This should take approximately 45 minutes)

1:45 PM Program Management Goals

a. List the program management goals on the board as follows:

Group 1	Group 2	Group 3
1. Rationale and Policy Statement	1. Long Range Goals	1. Staff Development Plan
2. Organizational Chart	2. Needs Assessment Plan	2. Evaluation Plan
3. Job/Task Descriptions	3. General Marketing Plan	3. Calendar

b. Key points to consider:

1. Remind participants that each objective must be approached regionally.
2. The rationale and policy statement should include

committee policies such as number of meetings and membership (see sample regional plans).

3. The organizational chart should depict where the SSC fits into the regional system.
4. The job/task description chart can be developed either as the charge of the committee or can describe the duties of a guidance coordinator should there be this position in the region. This cannot be developed using specific counselor names as in local GBO.
5. The specific marketing plan in the budget forms have been excluded, but may be developed in the future as appropriate.
6. Staff development should be approached as inservice needs for the committee to be able to accomplish its goals or as a universal need of committee members.
7. The calendar should be developed listing regional activities included in the plan.
8. The needs assessment plan and the evaluation plan should be developed as outlines of the committee's future plans for regional accountability.

c. Approximately 15 minutes should be used to explain these objectives and to select committee members for each group.

d. Allow 20 minutes for the development of each objective.
e. Assist groups as needed.

3:00 PM Discussion and readout of program management objectives

a. Past experience has shown that less time is necessary to report on program management objectives.
b. Remind participants that this is the draft plan and will be refined during future SSC meetings.
c. It is important to determine at this point who will provide a typist for typing the draft plan.

3:30 PM ADJOURN

Once the draft GBO plan has been typed, copies should be sent to all SSC committee members for critique. The next meeting of the committee should focus on refining the plan. The final draft is then retyped and sent through the appropriate process for approval and inclusion into the EFE Plan. In many regions, committee members have made a presentation to the board of control on the goals of the plan. This is helpful to both the systems director and board members to have the personnel with the expertise in student services explain the plan rationale. It also allows committee members the opportunity to witness the impact of their efforts.

Developing the Vocational Education Support Services Addendum (VESSA) Section of the Student Services Plan

Developing the Building Fairness Section of the Student Services Plan

The purposes of this chapter are to provide a basic understanding of sex equity concepts; identify key issues and populations; raise awareness of applicable activities and resource assistance; and most importantly, contribute to the knowledge base required for developing equity advocates. Information provided in this document should be viewed only as a starting point. Resources should be added as Building Fairness skills and knowledge increase.

What is Sex Equity?

Sex equity refers to an environment in which individuals can make decisions and consider alternatives based on their abilities and talents, not on the basis of preconceived notions and stereotypes. In achieving sex equity, men and women can develop to their fullest potential based on their own needs, interests, and abilities.

What is Building Fairness?

Building Fairness is the state of Illinois term given in response to the Carl D. Perkins Act's directives in addressing sex equity issues. Building Fairness was chosen for reflecting the state's program goals of providing a fair chance and opportunity in vocational education and career choice. Figuratively speaking, the program aims to break down pink and blue barriers—those labeled expectations of what is appropriate for females or males to pursue in career choices. Building Fairness promotes the concept that just as other issues are rarely black and white but usually shades of gray, so are the educational and career issues facing males and females. Fairness calls for providing not only pink and blue alternatives for males and females, but providing a fair blend of pink and blue (represented by the color purple) as gender fair choices for both.

The Illinois' Building Fairness campaign, which focuses on students, parents, educators, and business representatives, emphasizes raising the awareness of equity issues and planning for a gender fair environment, giving equal career choice and training for all in educational programs. The Building Fairness program, whose outcome is for students to select programs based on personal attributes free of gender restrictions, encourages involvement and education of sex equity issues and equal opportunity for all students to vocational education and employment.

Carl D. Perkins and Sex Equity

The Carl D. Perkins Vocational Education Act became law in 1984 and reauthorized vocational education programs at the state and local levels through Fiscal Year 1989. The Act responds to the dramatic changes which have occurred in the nature and composition of the workforce, requiring major shifts in the kind of preparation needed for employment. Included in these changes is the relationship of men and women and the family to the workplace. The Carl D. Perkins Act provides federal funding for states to expand and improve existing vocational education programs, such as those which address changing technology and the training needs of new and returning workers, and to develop the quality of programs which will meet the needs of the country's current and future work force. It requires each state to spend a percentage of its federal dollars on programs, services, and activities which ensure access for those who have been underserved in the past, such as single parents and homemakers, the handicapped and disadvantaged, women and men entering non-traditional occupations, persons with limited English proficiency, and incarcerated individuals. A percentage of the Act's grant dollars are specifically designated for activities designed to eliminate sex bias or stereotyping in vocational education.

Sex Equity Legislation

The following is an overview of sex equity legislation (including Carl D. Perkins) which has been enacted since 1964.

TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Prohibits discrimination against students and employees on the basis of race or national origin in education programs receiving federal funds.

TITLE VII OF THE CIVIL RIGHTS ACT OF 1964

Prohibits discrimination against employees on the basis of race, national origin, or sex by any employer of fifteen or more employees.

TITLE IX OF THE EDUCATIONAL AMENDMENTS OF 1972

Prohibits discrimination against students on the basis of sex in educational programs receiving federal funds.

EQUAL PAY ACT OF 1973

Prohibits discrimination against employees on the basis of sex.

EXECUTIVE ORDER 11246

Prohibits discrimination against employees on the basis of race, national origin, or sex by employers with $10,000 or more in federal contracts.

CARL D. PERKINS VOCATIONAL EDUCATION ACT OF 1985

Increases spending for women's training and strengthens the delivery system of sex equity services. The four main provisions of the Carl D. Perkins Act cover

a. Sex Equity Coordinator (administers sex equity funds)
b. Single Parent and Homemaker Program
c. The Sex Equity/Young Women's Program
d. The Career Guidance and Counseling Program

Locating the Resources

Several key Building Fairness personnel should be contacted and resources should be investigated before any sex equity activities are planned or developed.

The Vocational Education Program Improvement Building Fairness Plan

Available to each regional system is the Vocational Education Program Improvement Building Fairness Plan, referred to as the Building Fairness Plan (BFP). In keeping with the directives of the Carl D. Perkins Act, Illinois has created the BFP to support regions in their efforts to initiate, develop, implement, and evaluate activities which ensure access to vocational education programs and enhance students' economic self-sufficiency. This funding directly supports the mission of Building Fairness by supporting activities which are intended to move audiences from awareness through knowledge, concern, and dissatisfaction to action. Activities applicable for funding in a BFP could include the following:

a. Increasing awareness of the Building Fairness mission;
b. Integrating non-traditional role models into the curriculum;
c. Providing current career information reflecting new, emerging, and non-traditional occupations;
d. Providing sex equity-related professional development activities for teachers, counselors, and administrators;
e. Insuring that aptitude tests, career inventories, and similar information are gender fair;
f. Building a resource file to identify people in non-traditional occupations;
g. Revising and editing school publications to make them gender fair; and
h. Hosting career fairs which emphasize non-traditional occupations.

The Building Fairness Needs Assessment

Also available to each region is the Building Fairness Needs Assessment which is completed as part of the BFP (see Example 5F). The intent of the Building Fairness Needs Assessment is to provide a method of determining the sex equity needs of the regional system and/or community college district. Within the assessment, five target areas are identified: vocational instructors, administrators, counselors, curriculum, and students. These are the main areas of focus for the development of activities to address Building Fairness issues. Developing Building Fairness activities for parents/ community and/or business representatives, although not included within the assessment, will be addressed later in the chapter.

The Building Fairness Coordinator

Each regional system which has developed a BFP, will have identified a Building Fairness Coordinator. The Building Fairness Coordinator, who is employed by the regional system through BFP funding, is often written directly into the BFP and can perform direct sex equity project services which include

a. Coordinating sex equity activities;
b. Assessing sex equity vocational education strengths and weaknesses;
c. Coordinating and/or providing sex equity inservices for the vocational education staff;
d. Coordinating sex equity activities for students of vocational education;
e. Coordinating the development of sex equity materials and/or the adaptation of existing materials;
f. Utilizing resources, such as the Building Fairness consultants, the Illinois Vocational Curriculum Center, and the Curriculum Publications Clearinghouse;
g. Monitoring the utilization of vocational education Building Fairness (sex equity) funds;
h. Attending all meetings requested by the ISBE/DAVTE; and
i. Coordinating activities with other agencies providing sex equity services.

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The Building Fairness Consultant

One resource that should not be overlooked is the Building Fairness Consultant. Located within each ISBE/DAVTE region (with an additional consultant to serve Cook and Lake counties), this statewide network of seven Building Fairness consultants is available to regional systems to assist in the implementation of Building Fairness activities. These consultants are tied directly into the regional system's BFP and work very closely with the Building Fairness Coordinator. These two professionals, the regional Building Fairness Coordinator and the statewide Building Fairness Consultant, can address sex equity issues within the regional systems as a team. The Building Fairness Consultant assists in the implementation of sex equity activities over a multi-regional service area which is coordinated into specific regions through the Building Fairness coordinators. The Building Fairness Consultant can provide technical assistance to regional systems through a variety of methods, which include the following:

a. Assisting in the development and implementation of the region's BFP;
b. Assisting in identification of the region's Building Fairness Coordinator;
c. Providing professional development training for the Building Fairness Coordinator for increasing expertise on equity issues;
d. Assisting in the development of specific plans of action/methods for meeting the sex equity needs of the target groups identified within the region's Building Fairness Needs Assessment;
e. Providing training/inservice for regional personnel and committees for implementing action activities for equity;

f. Assisting in developing and/or implementing sex equity activities for the regional student services plan (the GBO plan or the Guidance and Counseling Improvement Plan);
g. Assisting in the development of regional Building Fairness marketing/public relations activities;
h. Assisting in the development of specific plans of action/methods for addressing vocational equity issues with parents, community, business and industry members, and advisory councils;
i. Assisting in the identification of key technical and material resources available through cooperating state and community agencies and networks; and
j. Assisting in the development of evaluation systems for monitoring the effectiveness and impact of Building Fairness activities.

EXAMPLE 5F

BUILDING
FAIRNESS

BUILDING FAIRNESS NEEDS ASSESSMENT
ILLINOIS' SPECIAL PLAN FOR SEX EQUITY

The intent of the Building Fairness Needs Assessment instrument is to provide a method of determining the sex equity needs of your Education for Employment regional system or community college. The results will greatly assist in efforts to improve vcational programming.

The Building Fairness Mission:

The Building Fairness Program is Illinois' sex equity program improvement effort aimed at all educators, students, and parents. The outcome of which is students who select educational programs and careers based upon ability and interest without gender restrictions. This is to be accomplished through information sharing that moves audiences from awareness through knowledge, concern, and dissatisfaction to action regarding this outcome. Continuous support for this effort includes resources, technical assistance, curriculum development, sex-fair instruction, staff development and financial resources.

Building Fairness is the sex
equity program of the Illinois State
Board of Education pursuant to the
Carl D. Perkins Vocational Education Act of 1984

COMMUNITY COLLEGE - HIGH SCHOOL________________________

___COUNSELOR ___ADMINISTRATOR ___INSTRUCTOR

___MALE ___FEMALE

DIRECTIONS: Please rate all items in each section to the best of your knowledge. You participation is greatly appreciated.

(PLEASE CIRCLE THE MOST APPROPRIATE RATING)

VOCATIONAL INSTRUCTORS (See cover page for mission statement)	EXCELLENT	ADEQUATE	NEEDS IMPROVEMENT
1. Vocational instructors are aware of the Building Fairness mission.	1	2	3
2. Vocational instructors exhibit a positive attitude and behavior toward the Building Fairness mission.	1	2	3
3. Vocational instructors use sex fair language. For example, humankind, police officer, firefighter.	1	2	3
4. Vocational instructors practice non-preferential treatment of students by gender.	1	2	3
5. Vocational instructors use non-biased student groupings. For example, student tasks are not assigned by gender.	1	2	3
6. Vocational instructor's expectations of students are free from gender bias.	1	2	3
ADMINISTRATORS			
1. Administrators are aware of the Building Fairness mission.	1	2	3
2. Administrators exhibit a positive attitude and behavior toward the Building Fairness mission.	1	2	3
3. Administrators encourage staff development regarding the Building Fairness mission.	1	2	3
4. Administrators promote equity to families and community members through newsletters, technical committees, etc.	1	2	3
5. Administrators practice non-preferential treatment of students and staff by gender.	1	2	3
6. Scheduling of vocational classes encourages sex fair enrollment options. For example, traditionally male/female classes are not offered during the same time slot.	1	2	3

CCUNSELORS

	EXCELLENT	ADEQUATE	NEEDS IMPROVEMENT	DON'T KNOW
1. Counselors are aware of the Building Fairness mission.	1	2	3	4
2. Counselors exhibit a positive attitude and behavior toward the Building Fairness mission.	1	2	3	4
3. Counselors encourage students to select careers/courses based on individual interests, abilities and values regardless of gender.	1	2	3	4
4. Counselors evaluate testing and career materials for gender bias.	1	2	3	4
5. Counselors actively encourage students to consider a wide range of career choices, including non-traditional occupations.	1	2	3	4
6. Counselors provide current career information reflecting new, emerging and non-traditional occupations.	1	2	3	4
7. Additional counseling support is provided to students enrolled in non-traditional courses.	1	2	3	4
8. Counselors coordinate career fairs/days which include non-traditional occupations.	1	2	3	4

CURRICULUM

1. Curriculum materials are reviewed for bias in word, illustration and intent. For example, textbooks or audio visual materials portraying occupations with equal female and male ratio.	1	2	3	4
2. Non-traditional role models are integrated into the curriculum. For example, guest speakers for career days, classroom instruction, and mentoring.	1	2	3	4
3. School publications are free from bias in word, illustration and intent. For example, student handbook, school newspaper.	1	2	3	4
4. Non-traditional career information is incorporated into course content.	1	2	3	4
5. Vocational education course titles and descriptions are gender free.	1	2	3	4
6. Vocational enrollment statistics reflect a positive growth in non-traditional courses.	1	2	3	4
7. Visual displays include males and females in non-traditional roles.	1	2	3	4

STUDENTS	EXCELLENT	ADEQUATE	NEEDS IMPROVEMENT	DON'T KNOW
1. Students are aware of the Building Fairness mission.	1	2	3	4
2. Students exhibit a positive attitude toward the Building Fairness mission.	1	2	3	4
3. Pregnant and parenting students are encouraged to continue to stay in school.	1	2	3	4
4. Membership in any one vocational student organization is not in excess of 80% of one gender.	1	2	3	4
5. Students have equal access to classroom equipment, machines, computers, etc.	1	2	3	4
6. Recognition of student accomplishments is gender free. For example, trophy and display cases are not separated by gender.	1	2	3	4

Identifying the Need—Seeing the Big Picture

With any plan development, activity implementation, or inservice training, there must be a basis for which the action was initiated. As identified within the Carl D. Perkins Act, there is a great need for vocational education to address sex equity issues and provide resources to enhance equity and access for those who have been underserved in the past. Because of the dramatic social and economic changes that have occurred within the work world in the past number of years, there is a great need for regional systems to plan for activities that will broaden regional educators and community members' perceptions of the educational needs of male and female students.

Planning for equity within regional systems can be considered a major contribution toward excellence in education. Research indicates that gender bias in the classroom suppresses achievement; whereas activities implemented to develop equity, improve teaching and promote excellence. All students, women and men, need to develop to their fullest potential, based on their own abilities, interests, and aptitudes. It should not be forgotten that the central goal of a democracy is the optimal development of all individuals in the society. This developmental process should not be impeded by biased, unwritten, societal rules and stereotypes. The need for planning and implementing activities for a gender-fair environment is as important to education as a satisfied, economically self-sufficient, and productive people are to a society. The need has been identified and it is the duty of all regional systems to provide the best possible gender-fair environment and opportunities for all students and to develop the skills necessary to survive and thrive in the work world. This, in turn, will make our society a better place for all of its members.

Identifying the Need—The Building Fairness Needs Assessment

Information from the Building Fairness Needs Assessment can be used for providing direction in several areas. The assessment will help determine the regional Building Fairness target areas (e.g., vocational instructors, administrators, counselors, students, and the curriculum). The assessment will also provide insight into the types of activities which are applicable for working with the specific area identified. Most importantly, the assessment will provide information for determining sex equity needs for the regional system.

The results from the assessment can be used as the initial stage for the development of activities for the Building Fairness Plan, the Regional GBO Plan, and the Counseling and Guidance Improvement Plan. The Regional GBO Plan and the Counseling and Guidance Improvement Plan respond directly to the requirements of Section 3 of the EFE Plan. These plans have objectives (Regional GBO) and key components (Counseling and Guidance Improvement Plan) to address sex equity activities. The results from the Building Fairness Needs Assessment can be used for assisting in developing Building Fairness activities for these plans.

A key point to remember in using the results from any assessment is that needs are identified and activities are based specifically on that need. As with the development and implementation of any plan, commitment of time and effort is essential. In order to make the needs identified from the assessment priority issues with personnel in the regional systems, and receive the commitment that is needed, regional personnel must be convinced of the need. At times, it can be difficult making needs assessment priorities the priority of the target population. This is an issue that has no easy answer. A number of methods have been utilized in trying to address this problem. They have included

a. Administering more in-depth assessments targeted to one specific population dealing with issues specific to that population;
b. Administering surveys which reveal "attitudinal" opinions about men and women;
c. Presenting an inservice on current labor market trends and its effects on men, women, and the family;
d. Surveying parents, school board members, and business leaders and developing Building Fairness recommendations for the region to address; and
e. Surveying students on their perceptions of equity issues in the classroom by teachers, counselors, and administrators.

The Building Fairness Consultant and the Building Fairness Coordinator can assist in developing activities similar to those mentioned above. This assistance can include providing more in-depth assessments, information on labor market trends related to sex equity, and parent/community surveys.

Initiating The Plan—Developing the Activities

The purpose of this section is to provide direction for initiating a plan for the target areas identified within the Building Fairness Needs Assessment. Ideally, each of the targeted areas should be assessed or surveyed to provide direction on what is currently being done to promote equity. If the Building Fairness Needs Assessment has already been administered, the results could be used to assess equity awareness and needs and provide direction for action.

Specific methods for addressing equity issues will be described, along with examples of activities which could be used for taking action. Included are questions addressing specific issues whose answers could be used as the basis for inservice training. The questions asked and topics identified for Building Fairness activities are not meant to include all possible areas to investigate, but, rather, to provide a basis from which to generate planning and to take action on equity issues.

Vocational Instructors

Vocational instructors can be assisted in developing a personal plan and resources for infusing sex equity concepts into the classroom situation. Vocational instructors are in direct contact with students each day in an educational setting. It is very important that they

PAGE INSERT EXAMPLE 5H

assess their overall interaction with students and the general classroom environment for gender fairness. Student achievement, social interaction, classroom behavior, and self concept are just a few of the aspects that can be affected by an instructor's gender biases. Gender-fair advocates and role models are needed in all aspects of education to assist student achievement to the fullest potential. The following are certain areas of the classroom operation which should be considered by vocational instructors for infusion of equity concepts.

a. The classroom's physical setting—Do all posters and pictures portray gender fairness? Are females and males presented in stereotyped roles?
b. The curriculum—Are instructional materials free of gender-biased language? Are occupations presented as appropriate to qualified persons of both sexes? (See the Curriculum section for in-depth evaluation methods).
c. Discipline—Are students of both sexes criticized equally for the same type of misconduct? Are the consequences for breaking classroom rules the same for all students regardless of gender?
d. Attention—Are all students requested to participate equally in classroom activities regardless of gender? Is the level of attention given equally to both females and males?
e. Language—Are generic words such as "he" used when referring to both males and females? Are universal terms used when the word is meant to include both sexes (e.g., forefathers instead of mankind)?

Activities to address these issues could include

a. An inservice on Building Fairness concepts and how to infuse them into daily lesson plans;
b. Videotaping instructors presenting lessons and playing the tape back to check for gender fairness;

c. Showing a commercially developed videotape of a lesson being instructed with sex biased language, discipline, and attention; and
d. An inservice on methods for evaluating vocational education curriculum materials (see the Curriculum section for in-depth evaluation methods).

Resources are also available, through the Building Fairness Consultant, for materials on inservice training to assist teachers in establishing gender-fair behaviors in the classroom.

Administrators

Leadership in promoting Building Fairness issues will come from a variety of sources. The Building Fairness Consultant, the Building Fairness Coordinator, the systems director, and many other regional personnel have emerged as equity-action advocates in promoting Building Fairness. Regional administrators play a key role in leadership for equity issues on a region-wide level. Regional administrators must demonstrate an acceptance and commitment to the need and importance of Building Fairness issues within the region. Administrators are in a key position to provide assistance in curriculum review and revision, to plan staff inservice, to select materials, and most importantly, to be an advocate. Regional administrators should be informed of equity issues and of the progress being made on regional Building Fairness activities and accomplishments in order to foster their support. There are several key areas that administrators need to address for developing an equitable school climate on a regional level. Included in these are the following:

a. Regional policy/plan—Is there a regional policy or plan for Building Fairness? If there is, what role does the administrator play? If there isn't a plan, how will regional Building Fairness issues be addressed?
b. Leadership—Is the administrator taking a leadership role in regional equity issues which are related to
    1. Staff development/inservice
    2. Course enrollment, scheduling and selection
    3. Curriculum review and revision
c. Equal opportunity—Is gender fairness considered in
    1. Staff leadership roles
    2. Job advertisements and descriptions
    3. Employment interviews
    4. Opportunities for staff advancement
d. Regional community relations—Is there a plan for parent/community awareness of Building Fairness issues and activities? Are business and industry leaders solicited for active participation in and promotion of Building Fairness activities?

Activities to address these issues could include the following:

a. An inservice for regional administrators on their role within the context of Building Fairness and methods for infusing Building Fairness concepts in the curriculum.
b. Developing methods and checklists for evaluating gender fairness in job descriptions, position announcements, and employment interview formats.
c. Assisting regional administrators in hosting a parent/community night, featuring an overview of the regional Building Fairness Plan and methods of community participation.
d. Developing a monthly regional administrative level announcement disseminated to students and parents, which highlights career information, non-traditional enrollment, and the development of gender-fair language.

More in-depth methods and material resources for addressing Building Fairness with administrators are available from the Building Fairness Consultant.

Counselors

Regional counselors and student services personnel provide services for students which are essential in their personal, social, academic, and career development. Counselors can assist students in identifying and understanding their abilities, interests, and aptitudes which are then related to making a myriad of decisions which affect personal/social growth, course selection, career choice, future education, and training. The school counselor can be very influential in the development of student self awareness, values, and personal goals leading to career choice.

One of the first activities to be completed with counselors is to assess what is currently being provided to promote gender fairness within the structure of the regional counseling program. Once this information has been obtained and the needs identified, the stage is set for developing plans and implementing activities.

Listed below are the eight key components identified in Section 3 of the EFE Plan for regional guidance and counseling programs. Each component should be addressed for promoting Building Fairness concepts.

1. General counseling—Within the setting of personal counseling to facilitate understanding of self, values, needs, and personal goals, is gender fairness considered and practiced?
    a. Develop regional guidelines and methods for assisting counselors to be equity advocates in promoting Building Fairness concepts to students, parents, faculty, and administration.

b. Develop a regional guide highlighting equitable activities and actions that could be infused into regional counseling programs, such as gender-fair recruitment and retention.

2. Assessment and Evaluation—Are student assessment and evaluation processes and procedures gender-fair?

   a. Develop regional guidelines and individual checklists for counselors in evaluating materials for gender bias.
   b. Provide an inservice for counselors on methods of interpreting data from assessments of student's abilities, skills, and interests which promote academic, career, and personal decisions free of gender bias.

3. Career Information—Are the methods and resources used for assisting students in learning about occupations, labor market trends, and careers gender-fair?

   a. Provide a non-traditional career day, featuring speakers from the Building Fairness Role Model Bank Directory.
   b. Inservice counselors on utilization of the Building Fairness resource consultant at the Illinois Vocational Curriculum Center. Information gathered could then be used to develop a regional career resource materials list featuring non-traditional career options.

4. Educational/Career Planning—Are the educational and career planning methods used with students in course selection and future planning gender-fair?

   a. Develop a regional brochure which features methods and incentives for encouraging students to enroll in non-traditional courses.
   b. Develop a list of regional students who have graduated and are in non-traditional careers for counselors to use as a resource in educational/career planning with students.

5. Placement—Is the placement program used for students in transition to employment or further education gender-fair?

   a. Provide regional shadowing experiences for students who are anticipating a non-traditional career. Counselors could also be involved for direct experience in a non-traditional career setting.

b. Present a regional seminar during Women's History Month about placement in non-traditional careers, featuring male and female speakers who were recent regional graduates and are in non-traditional careers.

6. Special Populations—Are the identification, assessment, career planning, and counseling methods used with special populations gender-fair?

   a. Host a joint inservice with the Special Needs Coordinator, the Building Fairness Coordinator, and regional counselors to develop guidelines and methods for assisting special students with gender fair assessment and career planning.
   b. Present an inservice on the role of the systems director, Special Needs Coordinator, the Building Fairness Coordinator, and the counselor in the assessment of special students.

7. Sex Equity—Is there a plan for giving information and guidance to students to increase awareness of non-traditional careers? Each of the following plans should include non-traditional career activities:

   a. Assist the regional system in the implementation of the activities written into the Building Fairness Plan.
   b. Assist the student services committee in the implementation of the sex equity objective in the Regional GBO Plan.
   c. Assist the regional system in the implementation of the sex equity improvement objective in the Guidance and Counseling Improvement Plan.

8. Follow-Up—Are the methods used to develop, gather, and deliver information from program completers and leavers free of gender-bias?

   a. Surveying the regional graduates from the past three years and infusing the information into a peer counseling program.

b. Develop a follow-up survey infused with Building Fairness concepts, and administer to recent graduates. Disseminate the information to administrators, faculty, students, counselors, and parents.

The Building Fairness Coordinator and the Building Fairness Consultant should attend each meeting of the student services committee, as applicable, serving as a resource for development and implementation of Building Fairness activities as identified in the Building Fairness Plan, the Regional GBO Plan, and/or the Counseling and Guidance Improvement Plan.

Curriculum

In the past, vocational education materials have been a major source of gender bias. Recently, there have been major efforts to correct this problem; however, there are improvements that still need to be carried out.

Curriculum materials which portray gender biases can hinder self awareness, imply false values, and limit personal goals and career choices for both female and male students. Biased materials limit the range of occupations demonstrated through the representation of traditional roles and career expectations. By these limitations, students are not presented with fair choices and options. Without fair choices being presented, male and female students are kept from realizing their fullest potential and, in many cases, prepare unrealistically for the work world.

The purpose of evaluating, revising, and/or developing curriculum materials infused with gender-fairness concepts is to realize equal educational and career opportunities for all students. In general, curriculum materials should be presented with an equal balance of females and males, have gender-fair language, present non-traditional career choices for all students, and present occupational descriptions that are gender-fair. When evaluating curriculum materials for gender fairness, four areas should be considered:

1. Language
2. Social/Occupational Roles
3. Omission of Information
4. Physical Appearance

Language

Gender-biased language arbitrarily assigns characteristics and/or roles on the basis of gender. Eliminating biased language from material and substituting gender-fair language will promote proper "fair" word usage and free the reader from assumed biases. Guidelines to follow in evaluating material for language use could include checking for the following:

1. Use of gender neutral terms in occupational descriptions, e.g., postal worker instead of mailman.

2. General use of male terms, e.g., "To Whom It May Concern" instead of "Dear Sir."

3. Use of men in leadership roles, e.g., "The president wrote his paper"; proper use should be, "the president wrote his/her paper."

4. Placement of male terms, e.g., males always before females.

5. Women are referred to as girls and ladies while men are referred to as men.

Questions to ask in checking written material for gender-fair language may include

1. Is the word "he" used to include both females and males?

2. Is the word "she" used in conjunction with a stereotyped occupation?

3. Are women portrayed as subordinate and dependent upon men?

4. Are women described by their appearance or family role while men are described in terms of accomplishments?

5. Is gender-fair language used throughout the material or are there inconsistencies?

Social/Occupational Roles

Developing guidelines for evaluating materials for biased portrayal of social and occupational roles should begin with checking material for

1. Occupational options that are presented equally for both women and men.

2. Presentation of females and males possessing a variety of human characteristics.

3. Women and men being given only traditional roles and responsibilities.

4. Family references which include both men and women.

5. Work being described in terms of self-fulfillment and economics and not in terms of importance based on gender.

Questions to ask when checking written material for gender fairness in presentation of social/occupational roles could include the following:

1. Are females portrayed as less intelligent and passive?
2. Are females presented as emotional and lacking in self control?
3. Are occupations shown as suitable to qualified men and women?
4. Does a woman have to ask a man's permission or opinion before acting on her own?
5. Is it assumed that women must maintain two careers, as a homemaker and as a career woman?

Omission of Information

One form of gender bias used in material is to leave information out and not address the full range of issues particular to both women and men. Limiting the full scope to readers will contribute to uninformed career decisions. Developing guidelines for evaluation of material that omits key information could begin by checking for

1. Omission of historical information and accomplishments of women;
2. Focusing on one gender's contributions to an event while omitting the other; and
3. Inadequate discussion of non-traditional career options, focusing on male options only.

Questions to ask when checking material for omission of information could include

1. Are women in history referred to as often as men?
2. Are men and women portrayed equally in quest of non-traditional occupations?
3. Are women acknowledged for their achievements as completely as men?

Physical Appearance

Material evaluation on physical appearance criteria should be concerned with physical descriptions that are unrelated to the performance of the job. Materials should be checked for male or female appearance or grooming which is uncalled for within the constraints of the work situation.

Questions to ask when evaluating material for physical appearance may include

1. Are males presented as not being concerned with clothing and hairstyle?
2. Are men referred to in terms of accomplishments and women in terms of appearance?
3. Do the men appear as much larger in size and robust and women as small and frail?
4. Are men portrayed as mechanically inclined while women are confused?

5. Are men actively involved in meaningful activities while women just observe and seem to be only concerned with their appearance?

Two topics not discussed in this section were evaluation methods for audiovisual material and methods for using gender-biased materials in non-biased ways.

The Building Fairness Consultant can provide technical assistance for evaluation of audiovisual materials and give creative ways to use biased materials. The consultant can also assist in a more in-depth look at evaluating materials for gender biases which could include in-service and material resources for the development of checklists for a variety of regional personnel.

Students

In reviewing the ideas presented in this chapter, it is obvious that all topics, methods, activities, and subjects discussed relate to the same purpose: to plan for, promote, and realize a gender-fair environment for students. Increasing the equity knowledge level of vocational instructors, counselors, and administrators to that of developing skills to take action and become advocates, is essential in this process. Leadership in equity issues by regional educators is not only a key component in the process of regional program development, but essential in providing equity role models for students to also become advocates.

In addition to the many topics already discussed which will assist students in developing equity awareness and skills, they should also be assisted in becoming aware of equity issues in relation to their educational setting, the work world, their family environment, and in relation to their own values, interests, and abilities.

1. **Education**—Are students encouraged to enroll in non-traditional courses? Do students plan classes based on their own interests for future training, education, and/or career choice? Do instructors exhibit gender-fair behavior and expect the same of all students?

2. **Work World**—Are students exposed to up-to-date, gender-fair career information about the work world? Do students realize the pay inequities in the work world? Are students exposed to non-traditional role models from the community?

3. **Family**—Do parents assist in course selection related to career decisions? Are the parents biased in their views of male and female occupational roles? Are female family members encouraged to further education, training, and career paths equal to the males?

4. **Personal Awareness**—Are female students biased in their views of career choice? Are students aware of their abilities in relation to career choice? Do non-traditional students feel at ease with their course/career selection?

Activities to address these issues could include the following:

1. Assisting in organizing a regional non-traditional career day which features men and women who are employed in math, science, and computer-related careers.

2. Organizing and disseminating a monthly regional student career letter which highlights information on the work world, the modern family, and parents in the career development process.

3. Developing a career unit for students to explore their values and interests in relation to career choice and the infusion of the concepts into the curriculum.

4. Assisting students in development of a peer counseling program, featuring methods of eliminating gender biases.

5. Assisting in developing and presenting a seminar on career decisionmaking skills for students.

The Building Fairness Consultant, in conjunction with the Building Fairness Coordinator, can provide many in-depth resources and direct technical assistance services for students of the regional system. Their expertise can connect the region with state personnel and networks to assist in meeting students' equity needs.

Parents and the Community

This chapter would not be complete if Building Fairness issues were not considered to include parents and the community. This group of individuals, which would include regional advisory committees with representatives from business and industry, is extremely influential to regional programming and can provide input essential to program development.

When developing Building Fairness programs with parents and community members, three general areas should be addressed:

1. General awareness of Building Fairness issues.
2. Use of Building Fairness concepts in the home.
3. Interest in schooling activities.

The following concepts are included in those which can be considered when assessing parents' levels of equity development.

General Awareness

1. Encouragement is given to both female and male children to consider a wide range of occupations including non-traditional choices.
2. Both parents can assist children in examining material for gender biases.
3. Material is made available to children concerning women's and men's contributions to society.

In the Home

1. Family chores are not divided by gender.
2. Encouragement is given equally to both male and female children to actively participate in sports.
3. Both female and male children are disciplined equally.

Schooling Activities

1. Equal support and encouragement to female and male participation in academic and extracurricular activities.
2. Equity issues discussed with the children's teachers.
3. Encouragement is given to the school library to stock materials and books featuring nonstereotyped males and females.

Activities to address these issues could include

1. Developing a parent/community Building Fairness survey to assess the status of equity awareness.
2. Sponsoring a regional parent/community night focused on parent involvement in the career development of youth.

3. Developing a regional Building Fairness media campaign for local radio stations and newspapers, focused on excellence in vocational programs through gender fairness.

4. Hosting a meeting with parents and community members to discuss Building Fairness activities and accomplishments which would include development of methods in which the regional system and the community can participate cooperatively.

5. Develop a community equity action group of parents and business leaders to make presentations to local school boards and the regional boards of control on initiating action for equity.

The Building Fairness Consultant can assist in the development of in-depth planning for assisting parent/community members in equity awareness and action.

Developing the Building Opportunity Section of the Student Services Plan

Implementation of the Student Services Plan

Completion and approval of the Student Services Plan is only the first step in the process of developing a regional student services system. Unless it is implemented, the plan serves no purpose. The following lists some key points in the implementation of the Student Services Plan:

1. **Identify committee leadership**

   In order to accomplish anything, a group needs a leader or leaders. Establishing a chairperson and/or identifying coordinators (even voluntary coordinators) for each of the four areas will aid in providing direction for plan implementation. Chapter 3 contains information on leadership development.

2. **Set priorities**

   Using the plan, decide which goals and activities from each student services area represent immediate needs. The committee can decide the order of importance. The key is to set achievable short-term goals. The task of developing a regional student services system, as with EFE itself, may seem overwhelming unless it is broken into step-by-step procedures leading toward long-range goals.

3. **Establish sub-committees and/or responsible personnel for priority goals**

   Using the priorities identified as immediate needs, establish sub-committees or identify responsible personnel to work on these goals and the activities prescribed to accomplish them in the plan. These committees should consist of SSC members with expertise related to those priorities.

4. **Set deadlines**

   Decide when each sub-committee or individual working on priorities will complete their activities. These deadlines may revolve around regular meeting dates of the SSC. An important job of the SSC chairperson/leader will be to keep the committees on task.

5. **Use the Student Services Plan as the SSC agenda**

The plan should be utilized at each student services committee meeting as a guide to the next steps. The plan, if incorporated into the regular SSC meetings, will provide consistent direction and assist in keeping the committee viable.

6. **Update the Student Services Plan regularly**

Utilize needs assessment and evaluation data as well as committee recommendations to revise the plan (once per year). An out-of-date plan is essentially useless.

7. **Develop an evaluation system**

The SSC should develop methods to evaluate the regional student services program. The ideal would be to write a brief progress report for the board of control each year. This report could contain materials developed by the SSC, activities completed, needs assessment and evaluation data, and recommendations for future directions. Information on evaluation is included in Chapter 3.

8. **Seek administrative support**

Consistently keep all appropriate administrators apprised of SSC service committee activities and directions. Official approval is necessary to undertake any major changes, new directions, or expenditures.

9. **Encourage staff development**

Many of the goals within the plan may require some inservice of SSC members in order to be accomplished. The State has established a network of consultants to assist committees with inservice and technical assistance. The SSC meeting is an ideal forum for staff development activities. In addition, some funding may be available to sponsor members to attend events and conferences.

10. **Promote articulation**

The SSC cannot operate in a vacuum. The EFE region is comprised of various personnel, committees, and institutions. In order to accomplish certain goals within the plan it may be essential to cooperate with other regional committees, institutions, or agencies, or to have SSC members act as liaisons to these other entities.

CHAPTER 6

ARTICULATION

Articulation is defined as both to join and to clarify. In student services the dual definition is appropriate. The student services committee cannot operate as an isolated body; it represents a single component within the regional vocational system. The success of the EFE system depends on each component operating effectively and in conjunction. It is essential, therefore, that the student services committees actively engage in "joining" with other appropriate groups and personnel both within and outside of the regional vocational system. The purposes, goals, and objectives of the SSC must be developed in concert with appropriate others. In order to accomplish this, a mutual understanding of the goals of each party and the benefits of cooperation is necessary. Articulation is the process which insures that each component operates in support of the whole.

Articulation for Regional Student Services

There are various approaches to articulation within regional student services. All of them are important; however, committee efforts may focus on some more than others, depending upon specific regional needs. The following diagrams the categories of articulation necessary for effective regional student services:

I. Intra-regional Articulation

  A. Horizontal

1. Between member schools within the EFE system.

   The student services committee itself is a medium of articulation. In order to achieve its goals the committee must be comprised of active members who represent each school in the region. SSC planning, recommendations, and activities are not truly regionwide without the participation of all member schools.

   Sample activities include
   * organization and participation in the SSC
   * development of regional needs assessment
   * development of regional student services plan

2. Between the four areas of student services (Guidance, Building Fairness, Building Opportunity, and Special Needs).

   Consideration needs to be given to organizing and articulating all four areas of student services to meet unique regional needs in the most effective and efficient manner (see Chapter 2, "Organization").

   Sample activities include
   * representation on the SSC from all four areas
   * critique of each area of the Student Services Plan by representatives of all four areas
   * develop activities integrating area goals

3. Between the SSC and other EFE committees and personnel.

   The SSC should work in conjunction with the regional program committees, program advisory committees, vocational instructors, and other appropriate regional personnel to infuse student services into the entire EFE system.

   Sample activities include
   * SSC members appointed as liaison to each vocational program committee

* provide inservice to vocational education faculty on topics of interest related to student services
* develop student registration aids in conjunction with instructors illustrating course sequences for vocational tracks

B. Vertical

1. Between the SSC and the community college

It is strongly recommended that the regional SSC cooperate and involve the local community college(s) in committee planning and activities. Many SSCs have community college student services personnel as permanent members. Articulation of regional student services with the community college is essential to develop coordination of secondary and post-secondary regional programs.

Sample activities include
* develop articulated regional course sequences between the regional schools and the community college
* invite community college student services personnel to participate as regular members of the SSC
* develop agreement to utilize community college placement services for regional students

2. Between the SSC and administration

Though articulation with administration is a given, it is not always efficient or properly approached. The systems director, administrative council, and the board of control should be kept consistently informed of committee activity. The Student Services Plan will assist in communication of committee goals, activities, and recommendations. However, in order to receive approval and support, the SSC will need to effectively convey to administration the rationale behind the Student Services Plan and its basis in student need.

Sample activities include
- * SSC personnel making a presentation to the board of control on the contents of the Student Services Plan
- * SSC representative appointed as liaison to the administrative council
- * invite appropriate administrators to participate in specific planning activities

II. Extra-regional

A. Horizontal

1. Between the SSC and related local agencies

There are various agencies which should be considered in regional student services planning. These include JTPA, DORS, and Job Service. There may be appropriate situations to include outside agency personnel as ex officio members of the student services committee.

Sample activities include
- * develop regional agency referral guide
- * invite agency personnel to participate in appropriate SSC sponsored events (e.g., regional career fair)
- * develop system to identify students who may benefit from agency services

2. Between the SSC and local business and industry

One of the ultimate goals of education is the placement of all students into the labor market. Articulation with business and industry is vital in order to accomplish this goal. The SSC should cooperate with and involve personnel within the regional business community as appropriate.

Sample activities include
- * develop an advisory council to the SSC, including area business personnel

- develop a regional speakers bureau, including members of the business community in non-traditional careers
- develop a guide to local career opportunities with business input and assistance

3. Between the SSC and other EFE regions

There may be occasions when it is beneficial to work with other regional student services committees or personnel. This may include cooperating to implement activities that are too expensive, time consuming, or difficult to provide for one SSC alone. Another example of inter-regional articulation would be to share expertise from one SSC to another for inservice and training.

Sample activities include
- develop a multi-regional career fair
- invite members of other SSCs with specific expertise to inservice the SSC in needed areas
- share resources and information at a once a year multi-regional SSC meeting

B. Vertical

1. Between the SSC and DAVTE

The SSC should cooperate, articulate, and utilize the technical assistance and resources provided to the regional systems by the State Board of Education. The SSC should be apprised of stated policies on EFE and student services. In addition, the SSC should utilize the services provided by the state Career Guidance/Counseling and Building Fairness (consultant) Network.

Sample activities include
- representative from the SSC could attend statewide systems directors meetings as appropriate

* utilize the Career Guidance and Building Fairness consultants to provide technical assistance and SSC inservice
* maintain regular contact with the state student services consultants through the SSC chairperson

2. Between the SSC and the university

   When appropriate, the SSC should cooperate and articulate with the state universities.

   Sample activities include
   * participation in staff development and training programs related to student services sponsored by the university
   * developing student course equivalency and transfer information
   * cooperating with special projects related to development of student services in EFE

Methods for Developing Articulation of Student Services

There are characteristics common to successful articulation. The following may be considered principles of effective articulation:

1. **Administrative support of the SSC**

   The SSC has two distinct functions: the first is to act in an advisory capacity for the EFE region and submit recommendations on regional student services to administration through the Student Services Plan; the second function is to operate as the working committee to implement all regional student services goals and activities. The SSC in working with others may develop excellent articulation activities and strategies and recommend them to administration; however, the SSC in many cases lacks the authority to implement these plans on its own. The SSC must obtain administrative approval and support to begin developing successful articulation activities and strategies.

2. **Effective SSC leadership**

   Articulation requires the development of effective leadership within the SSC. Specific committee members must be identified to make contacts with or act as liaison to other groups or personnel. The SSC needs to be focused to decide on possible articulation activities, develop strategies, settle disputes, and agree on recommendations. SSC leadership will not only affect articulation efforts, but the success of the committee as a whole.

3. **Involvement of all appropriate parties**

   Articulation can only be successful if all parties necessary to develop and implement the goals, activities, and strategies participate.

4. **Clear benefits to all parties**

   One of the most common reasons efforts at articulation fail is a lack of commitment from personnel necessary to achieve the goal. All parties concerned must see the benefits resulting in cooperative efforts as outweighing the investment of time and money needed to accomplish the task.

5. **Articulated goals and activities should be included in the Student Services Plan**

   This insures agreement from all committee members on the goals for articulation and it defines the specific activities and populations involved. In addition, the plan (in most cases) will have been officially approved by administration. This section of the plan may be developed in conjunction and agreement with all parties involved. Copies may then be furnished to all parties as a written agreement or plan of articulation.

6. **Open and organized communication between all parties**

   Articulation efforts should be formalized when possible; specific meetings dates should be set, agendas mailed out, and minutes kept to insure a clear understanding of the proposed activities and/or strategies for all parties.

7. **Prioritize initial goals**

Once goals have been developed on articulation for the Student Services Plan, it is important to prioritize them in relation to regional need and practicality. The priority goals should be divided into the steps needed to accomplish them and deadlines set for completion of each step.

8. **Clearly define responsibilities**

All parties involved in articulation activities should agree to specific assignments in order to accomplish each goal.

9. **Activities should be based on student need**

Activities undertaken by the SSC that have no basis in student need are a misuse of staff, time, and funds. Furthermore, the benefits to articulation are more readily apparent to all parties when there is a clear indication of student need.

10. **Focus on mutual goals rather than individual turf**

The key to articulation is to cooperate in order to achieve goals of benefit to all parties involved. The term articulation implies cooperation between different parties, all of whom have many diverse purposes and agendas. Efforts at articulation will fall apart if the focus is diverted from common goals to individual agendas. Special SSC meetings should be scheduled and necessary parties invited to achieve goals. The meeting agenda should be centered on areas of mutual interest and need. If necessary, an SSC sub-committee or specific area representative should be assigned to facilitate articulation efforts beyond the SSC.

(adapted from *Avenues for Articulation*, James P. Long, The National Center for Research in Vocational Education, 1986)

PART II

COMPONENTS OF REGIONAL STUDENT SERVICES

CHAPTER 1

GENERAL COUNSELING SERVICES

The regional vocational systems will need to provide educational, career, and personal counseling, as well as information and counseling, to facilitate understanding of self, personal goals, values, and needs. Each region should base their approach to general counseling services on student need and practical methods. The regional student services committees when planning for the development and/or improvement of regional counseling services should consider the following:

1. Are there regionwide student needs for certain counseling services?

   The student services committee should identify needs which are common to all member schools and associated agencies. The great number of possibilities (e.g., high drop-out level, drug and alcohol abuse, teen pregnancy, single parents, and decisionmaking) preclude the committee's ability to address all issues. These needs should be prioritized and considered in terms of their level of impact on students. If specific counseling-related problems exist which impede a student's ability to benefit from the educational system or that interfere with the functioning of the regional vocational system, the SSC should consider these high priority issues which should be addressed.

2. How can identified needs be managed through the regional student services committee?

   Activities and methods to address student needs for general counseling services must be appropriate to regional delivery. Many of the methods used to facilitate counseling-related needs are best suited for local application (e.g., individual counseling sessions or group counseling). The student services committee must approach each need with regionally-oriented activities that can be practically developed and implemented.

3. How can regional counseling services be provided which facilitate each of the four areas student services?

   The regional student services committees should be comprised of members which represent all four areas. When the guidance section of the Student Services Plan is being developed, committee members from each area should provide input. Furthermore, special populations and Building Fairness/ Building Opportunity issues should be considered when developing regional needs assessments. The data provided by these assessments will assist in the prioritizing of general counseling needs and in planning which incorporates all areas of student services. Many activities and methods to deliver regional counseling services can be structured to integrate all four areas.

Sample General Counseling Activities for Regional Systems

The following activities and methods are suggested as possible approaches to meeting needs for regional counseling services considering each of the four student services areas.

1. **Development of a Regional Counseling Services Referral Guide**

   The development of a comprehensive guide of referral sources for counseling services, disseminated to all regional student services and vocational personnel, may be an appropriate SSC activity. This guide could be structured to include information on all local counseling agencies, how to access services, and what situations warrant referral. The guide could also include referral information specific to special populations, single parents and homemakers, and sex equity. This is an example of how activities can be developed to integrate all student services areas.

2. **Development of standardized regional counseling policies**

Regional counseling needs or activities may require the adoption of a statement of policies for regional counseling services which would be approved by the Board of Control. These policies would apply to all member schools and address issues related to appropriate referral procedures, confidentiality issues, and appropriate counseling practices for school counselors. These policies may also define counseling services available to students, including specific services for special populations, single parents, and homemakers available within the region.

3. **Development of a regional counseling services brochure**

This brochure could be developed based on regional counseling policies. It could include information on access and services available, including specific services for special populations, single parents, and homemakers.

4. **Inservice of SSC members on counseling techniques for special populations**

The SSC may identify through the regional needs assessment that there is a need for staff development in the area of counseling special populations. The state career guidance consultant could be contacted to assist the committee in the identification of appropriate inservice providers or materials. These inservices or materials may be presented during a meeting of the SSC, or the committee could schedule a workshop open to all counselors and other appropriate personnel within the EFE system.

5. **Develop a guide to regional student services personnel with expertise in specific counseling areas**

This guide would provide regional student services personnel with a "consultant" listing of expertise available within the region to assist with specific types of student problems. This would promote sharing of resources and articulation of the four student services areas, as well as with other institutions and agencies.

6. Inservice on awareness of sex equity in career counseling

Awareness of issues related to sex equity in career counseling has been identified as a priority need in many EFE regions. SSC committees can contact the state Building Fairness Consultant for assistance and inservice on the development of methods for providing equity-based career counseling and planning.

Sample Regional Planning for General Counseling Services

The following page provides an example of regional counseling services outlined in the regional GBO Plan of one EFE region (see Example 1A).

GUIDANCE BY OBJECTIVES PLAN

PART: Direct Services Objective
SECTION: Counseling
OBJECTIVE: Provide general counseling services to all students

SCHOOL: SAVER/SASSC
YEAR: 1988-89

NEEDS	METHODS	STAFF RESPONSIBLE	CALENDAR		COST	EVALUATION METHODS
			INIT	COMPL		
1. Need for personal/ social counseling	1a. Explore the development of a regional list of community counseling agencies and specialty counseling resources	1a. SASSC Subcommittee	Ongoing			1a. Completion of list
	1b. Explore the possibility of professional development in the area of personal/ social counseling	1b. SASSC Subcommittee	Ongoing			1b. SASSC members participate in professional developm
2. Need for career counseling services	2a. Utilize the resources of the Region IV Career Guidance Center	2a. SASSC	Ongoing			2a. Short evaluation f to be completed wh materials used
	2b. Be aware of Region IV Career Guidance Center and other appropriate workshops	2b. SASSC Subcommittee	Ongoing			2b. Short evaluation f
3. Need to make constituency aware of services	3. Discuss possibility of initiating regional news releases pertinent to counseling	3. SASSC	Ongoing			3. Number of releases

Sangamon Area
Student Services
Committee

CHAPTER 2

ASSESSMENT AND EVALUATION

The student services committees of the regional vocational systems will need to provide assistance to staff on the process and procedures of student assessment and evaluation. In addition, the SSC will be responsible to facilitate student awareness and understanding of their interests, abilities, skills, and aptitudes in relation to future education and career choice. The identification of student interests and abilities is essential to vocational program planning. It is also a key component in comprehensive regional educational and career planning programs for students. Every individual has unique needs, interests, and abilities. Assessment and evaluation provide the vehicle to identify these individual characteristics; professionals can utilize these characteristics to assist students in making appropriate educational and career decisions. The following outlines considerations related to assessment and evaluation which should be weighed by student services committees in the development of their Student Services Plan:

1. **What types of assessment and evaluation are needed?**

   Assessment and evaluation may refer to the use of instruments and procedures (e.g., to measure student interests, abilities, and values) to facilitate decisionmaking and career planning. This may also be accomplished through the development of a program/system to assess and evaluate students utilizing test scores, counselor and teacher assessments, parent/student interviews, and student observation. Assessment and evaluation information is also necessary to provide information to support regional vocational programs (e.g., student interests in a specific program should be great enough to insure enrollments).

2. **What funding is available to support assessment and evaluation?**

A. Counseling and Guidance

A comprehensive regional counseling and guidance program will provide an assessment program focused on identifying student values, personality traits, career choice problems, occupational interests, abilities, and aptitudes related to educational and career choices. This program should be directed at meeting the needs of all students and student services issues. Funding to develop and support this type of program may be available through the Career Guidance/Counseling Improvement Grants through ISBE/DAVTE.

B. Special Needs

The Carl D. Perkins Act of 1984 provides setaside funding for services to special needs populations, which include handicapped, disadvantaged and limited-English-proficient persons. Specifically, funding is available to provide each special needs student enrolled in a vocational education program an assessment of his/her interests, abilities, and special needs. These funds are available only for vocational assessment activities that are above and beyond those offered to all students. Vocational assessment for special needs students should begin as early as the 8th grade to insure adequate information has been collected for appropriate placement into 9th grade vocational orientation classes.

C Building Fairness

The acquisition and/or development of regional assessment and evaluation instruments and systems should include the examination of all materials and approaches for gender-fair language and content. The Building Fairness Plan provides funding to support sex-equitable assessment and evaluation materials and activities.

D. Building Opportunity

Funding is available to provide areas of the state with the greatest need assistance in developing programs for single parents and homemakers. Individuals within Building Opportunity programs will have a need for assessment and evaluation services, particularly in the area of career planning. All EFE regions should provide services to single parents and homemakers as appropriate.

3. **What is the role of the student services committee in assessment and evaluation?**

The student services committee should identify appropriate strategies and instruments to provide comprehensive regional assessment and evaluation. Furthermore, the SSC should integrate the goals of all four areas of student services into the planning and implementation of regional assessment and evaluation services.

Sample Regional Assessment and Evaluation Activities

The following activities and methods are suggested as possible approaches to assessment and evaluation services, integrating the four areas of the regional student services program:

1. **Develop a common bank of interest and ability assessment tools used regionwide**

Utilizing the state Career Guidance Consultant for technical assistance, the committee may preview, critique, and recommend specific interest inventories and ability assessments for purchase and use by all regional schools.

2. **Inservice on assessment interpretation**

The SSC may request that the state Career Guidance Consultant provide inservice and resources on methods of test interpretation and utilization.

3. **Appoint a sub-committee to examine assessment materials for gender-fair language and content**

   This sub-committee may be chaired by the regional Building Fairness Coordinator (if one exists). The state Building Fairness Consultant may provide resources and technical assistance. The sub-committee could develop recommendations for gender-fair assessments and evaluation practices.

4. **Develop a regional assessment and evaluation program for special needs students**

   The SSC, with the assistance of the regional Special Needs Coordinator, may develop a system to provide comprehensive assessment and evaluation to students who are members of special populations within regional vocational courses. The emphasis within the SSC should be on cooperation between counselors and special needs personnel to provide the most effective services to these populations. The following page provides a graphic representation of the levels of vocational assessment for special needs students. This diagram may be used in the development of assessment and evaluation for regional planning with special populations.

LEVELS OF VOCATIONAL ASSESSMENT

LEVEL I

Cumulative Data Review
Career Interest Testing
Aptitude Testing
Ability Testing
Student Interview
Parent Interview
Teacher Interview
Informal Teacher Assessments
Student Observation

LEVEL II

Cumulative Data Review
Aptitude Testing
Career Interest Testing
Ability Testing
Student Interview
Parent Interview
Teacher Interview
Informal Teacher Assessments
Student Observation
Career Maturity Ratings
Job Readiness
Work Samples
Work-Related Behaviors
Learning Style Inventories

LEVEL III

Cumulative Data Review
Career Interest Testing
Aptitude Testing
Ability Testing
Student Interview
Parent Interview
Teacher Interview
Informal Teacher Assessments
Student Observation
Career Maturity Ratings
Job Readiness
Work Samples
Work-Related Behaviors
Learning Style Inventories
Simulated Job Station
Functional Living Skills
Production Work
Situational Assessment
Contracted Work

CHAPTER 3

CAREER INFORMATION

Career information includes a vast amount of information and can be facilitated using a variety of methods and services. When considering career information, the following two components are included:

1. Labor market information (LMI) and
2. Occupational information.

Labor Market Information

Labor market information (LMI) is most frequently defined as information which describes the **local** labor market. This type of information is geographical in nature and is focused on an area in which workers can generally change jobs without a change of residence. LMI may include information about salary, demand, and the number and types of jobs available within a local community or metropolitan area.

LMI can help regional students

1. Become aware of the types of careers and career trends within their local area/labor market;

2. Understand the function and operation of the local labor market to assist in making realistic career choices; and

3. Find appropriate employment.

Occupational Information

Occupational information may be considered more general and includes a wide variety of career topics including

1. Occupational literacy;
2. Job descriptions;
3. Training and education requirements;
4. Wage and salary information;
5. Aptitudes and interests related to a job; and
6. Future job trends.

Regional students need to be aware of careers through up-to-date occupational information. This information may assist them in making career decisions in relation to their values, interests, and abilities.

Development and implementation of regional occupational information programs will assist students to

1. Become aware of a variety of careers which relate their attributes and desires to specific occupations and assist them in making more informed career choices;
2. Become aware of training/educational requirements of careers being considered in order to enable a career to realistically fit with personal skills.
3. Develop skills in locating and using career information which will foster interest and motivation.
4. Develop an understanding of occupational and economic trends and consequences of career choice.

There is a variety of labor market and occupational information available to regional systems. A key resource which may be utilized is the publication, Labor Market Information: A Vocational Education Planning Guide, developed by the Illinois Occupational Information Coordinating Committee (IOICC). Other sources that may be considered for locating this type of information include the following:

1. **State-based career information delivery system**

   HORIZONS
   217 East Monroe, Suite 203
   Springfield, IL 62706
   217/785-0789

2. **State Occupational Information Coordinating Committee**

   Director
   Illinois Occupational Information
   Coordinating Committee
   217 East Monroe, Suite 203
   217/785-0789

3. **U.S. Department of Labor**

   Employment and Training Administration - Region V
   230 S. Dearborn
   Chicago, IL 60604
   312/353-0313

4. **U.S. Department of Labor**

   Bureau of Labor Statistics - Region V
   9th Floor - Federal Office Building
   230 S. Dearborn
   Chicago, IL 60604
   312/353-1880

5. **Government Printing Office Bookstore**

Room 1463, 14th Floor
Everett McKinley Dirksen Building
219 S. Dearborn
Chicago, IL 60604
312/353-5133

Integrating Labor Market Information and Occupational Information into the Regional EFE Plan

Career information, which includes labor market and occupational information, has been identified as one of the key components within a regional student services plan. The purpose of this section is to provide examples of activities which will assist in meeting the career information objective of the regional plan. These activities will also assist in integrating career information into the four areas of Counseling and Guidance, Building Fairness, Special Needs, and Single Parents and Homemakers (Building Opportunity).

Activities listed in this section should be implemented on an integrated basis. That is, each regional activity developed should address each of the four areas.

Examples of addressing all four areas into one activity could be implemented as follows:

1. A regional job shadowing program may be developed to provide occupational information. To integrate all four areas, the program would include
    a. non-traditional sites (Building Fairness);
    b. sites applicable to special needs students; and

   c. student participation, which would include those who are single parents and homemakers.

2. A regional career resource center may be developed to provide occupational information. To integrate all four areas, the program would include

   a. material that is gender fair;
   b. material applicable to special needs populations; and
   c. access that is assured for single parents and homemakers.

Listed below are individual labor market and occupational information activities which address each of the four areas. They are listed separately to give examples which can provide labor market and occupational information experiences.

Counseling and Guidance

1. Develop a regional career resource library which contains local and state labor market information and current occupational information sources.

2. Develop a classroom unit which develops skills for locating and using labor market and occupational information.

3. Purchase a computerized career information system to be used by all the schools in the region for students to have access to occupational information.

Building Fairness

1. Provide a career day which features speakers from a variety of occupations, including those in non-traditional careers.

2. Provide field trips, business tours, and job shadowing of a variety of local occupations, including women and men in non-traditional roles.

3. Administer a career interest inventory, have students research their top three career choices, and discuss their results, highlighting non-traditional career information and choices.

4. Develop a checklist for students to utilize in evaluating occupational information for gender fairness.

Special Needs

1. Develop a regional special needs job shadowing program whose sites are representative of the local labor market applicable to special populations.

2. Administer a vocational assessment to those identified with special needs; based on the results, develop for their use appropriate labor market/occupational information materials for placement in the regional career resource library.

3. Provide a career fair with representatives from a variety of careers, including persons with special needs who are employed in the area.

Building Opportunity

1. Identify the teenage single parents within the regional system and assist them with access to current labor market and occupational information (e.g., career resource library).

2. Administer a career interest assessment, which includes the region's teenage single parents. Using the top three careers identified, develop an occupational analysis checklist for students to use for career exploration and preparation.

3. Develop a regional career letter disseminated to all students in the region, including single parents, which includes LMI, current occupational information, job search/keep, and interview tips.

The following examples are pages taken from a Regional Guidance by Objectives Plan which address labor market information and occupational information (see Examples 3A and 3B).

Part C. Direct Service Objectives
Section Career Information
Objective Provide methods of guiding and instructing students in the use of labor market information.

School
Year

Needs	Methods	Staff Responsible	Calendar		Cost	Evaluation Methods
			Init	Compl		
1. Need for awareness of current Labor Market Information and future trends in order to make informed decisions. Information should be at the Local, Regional, and National levels.	See Attachment B-- (p.3 Promote Occupational Awareness)	LEA Counselors	Fall '85	Ongoing		Feedback from LEA counselors on usefulness.
2. Need to educate and inform guidance services staff and other faculty in methods utilizing LMI information.	Bulletins to LEA counselors to update LMI information and other pertinent information on career opportunities.	CEE Director D.O.G.S. LEA Counselors Voc. Admin. Coop Coordinators	Fall '87	Ongoing		Report by D.O.G.S. at meeting with CEE Director.

Part II: Example 3A
McHenry County Coop.
for Employment
Education

TASKS	STRATEGIES
I. ORIENTATION	
A. Explain Career Development Process	1. Hold freshman/sophomore orientation with students and parents.
	2. Hold career days/career seminars.
	3. Offer classes covering careers.
	4. Develop ICP handbooks.
B. Explain Educational Opportunities	5. Hold ICP conferences with individuals/groups.
	6. Provide information regarding expectations and responsibilities of educational institutions.
	7. Provide Career Development information through newsletters and the public media.
	8. Provide educational information through explaining curriculum guides, aiding in course selection, and developing four-year curriculum plan.
II. EXPLORATION	
A. Promote Self-Awareness (Include interests, abilities, aptitudes, temperments, values, attitudes, work habits, physical limitations)	1. Providing inventories, assessments, tests, and computer guidance programs which evaluate interests, abilities, aptitudes, values, attitudes, work habits, temperments and explain physical limitations.
	2. Provide standardized achievement and intelligence tests as needed.
	3. Use progress reports, course grades, and teacher recommendations as predictors/indicators of student strengths.
	4. Use individual and group counseling settings to further clarify values and discuss other exploration factors such as peer and parental feedback.
	5. Promote extra-curricular activity participation.
B. Promote Occupational Awareness	1. Provide and explain the use of various occupational instruments such as computer guidance systems, current periodicals, microfiche, and resource books (such as the Occupational Outlooks Handbook (OOH) and the Dictionary of Occupational Titles (DOT).
	2. Provide the opportunity for field trips to various occupational arenas.
	3. Encourage community contact with and work experience in occupational interest areas.
	4. Provide information on apprenticeships and internships as well as military training and/or careers.
	5. Encourage the use of parents and faculty members as additional sources of occupational information.
	6. Provide regional LMI from IOICC, CAPS at MCC, JTPA, Job Service, Illinois Department of Labor, and any other agencies.

VALEES Guidance by Objectives Plan

Part C. Direct Service Objectives

Section 3. Career Information

Year 1988-1993

Objective b. Provide methods of guiding and instructing students in the use of current occupational information

Needs	Methods	Responsibility	Calendar	Cost	Evaluation Methods
1. Provide students with current and comprehensive occupational information in order to assist them in making informed vocational choices	1a. Encourage local districts to obtain computer information system which will be available to all students	1a. Student Services Committee	1a. Ongoing	1a. -----	1a. Completion
	1b. Make available the standard software for each local district	1b. SSC and Regional Systems Director (RSD)	1b. Ongoing	1b. See Sec. C, 1a	1b. Completion, tabulation
	1c. Expand regional career information borrowing library for counselors and students	1c. Student Services subcommittee or CGS	1c. Ongoing	1c. As determined	1c. Completion, tabulation
	1d. Provide inservice to encourage the implementaton of systems where all students are exposed to occupational information	1d. CGS and SSC	1d. Ongoing	1d. As determined	1d. Completion
	1e. Develop and update a region-wide network of labor market information and placement	1e. RSD, SSC	1e. Ongoing	1e. -----	1e. Completion
	1f. Encourage region-wide use of ICP to develop student interest in exploring occupational information	1f. SSC	1f. Ongoing	1f. -----	1f. Completion, tabulation

Part II: Example 3B
Valley Education for
Employment System

CHAPTER 4

EDUCATIONAL/CAREER PLANNING

Regional students need assistance in understanding and utilizing decision-making skills. Once these skills have been developed, students will benefit by receiving assistance in applying these skills in the selection of courses and programs in planning for the future.

Decision making

Developing decision-making skills will assist students in becoming familiar with problem-solving methods for personal, social, academic, and career decisions. Regional students can be assisted in developing decision-making skills through regional activities such as seminars, presentations, courses, and actual course/career planning situations.

Regional activities to develop decision-making skills may assist the student to

1. Distinguish between a good and a bad decision on how to examine alternatives;
2. Understand how personal values relate to decision-making;
3. Understand how to set goals, take responsibility for making decisions related to them, and understand the consequences; and
4. Develop a personal decision-making system.

Educational/Career Planning

Students in regional systems will have to apply decision-making skills to assist them in making proper choices for the alternatives which face them in the future. Alternatives which face them may include the following:

1. Further education/training within
   a. a four-year university,
   b. community college,
   c. an area vocational center,
   d. a community college voc-tech program,
   e. a technical school,
   f. an apprenticeship, or
   g. the military service
2. Proceeding straight into the workforce

It is the responsibility of the regional system to develop guidelines/methods/activities which will assist students in planning for proper future placement. The assistance may include

1. An organized regional system for specific future training options
2. Guidance in
   a. awareness of the variety of specific training options available in relation to student eligibility and qualifications;
   b. the applicability of retraining options;
   c. admission procedures;
   d. eligibility and qualifications of specific training options; and
   e. financial aid information
      * cost of training/education possibilities
      * variety and type of aid available
      * application methods

- sources of information on financial aid
- application deadlines
- eligibility requirements.

3. Student awareness of

   a. the variety of training alternatives;
   b. training program prerequisites;
   c. training program job placement potential; and
   d. graduation or certification requirements of training programs.

Efficient Curriculum Planning

Efficient curriculum planning is directly related to the provision delivering the types of regional information and services mentioned in this chapter. It is the responsibility of those providing regional educational/career planning that all students are provided the same opportunities and access to services to assist them in planning and preparing for the future. One method which has proven to be very effective, and relates their academic endeavors to their planned career, is the Individualized Career Plan (ICP). A resource which is available to regional systems is the Individualized Career Plan Samples Book. This book contains ICPs which have been developed throughout the state by individual school districts; it also contains an example of regional computerized ICPs currently being used by a regional system. Developing a regional ICP will provide documentation as to which students have had access to specific educational/career planning services and activities and will assure a level of accountability for the regional system.

Integrating Educational and Career Planning into the Regional EFE Plan

Educational/career planning has been identified as one of the key components within a regional student services plan.

The purpose of this section is to provide examples of activities which will assist in meeting the educational/career planning objective of the regional plan. These activities will also assist in integrating education/career planning into the four areas of Counseling and Guidance, Building Fairness, Special Needs, and Single Parents and Homemakers (Building Opportunity).

Activities listed in this section should be implemented on an integrated basis. That is, each regional activity developed should address each of the four areas.

Examples of addressing all four areas into one activity could be implemented as follows:

1. A regional ICP may be developed to provide efficient curriculum planning. To integrate all four areas, the ICP would include the following:
    a. involvement of single parents and homemakers
    b. formatting applicable to special needs students
    c. formatting addressing gender fairness and the career planning sections with consideration of non-traditional roles
2. A regional education/training placement day may be developed to provide awareness of various training and educational options. To integrate all four areas, the following would be included in the program:

a. gender fair training options and non-traditional choices
b. education/training options applicable to special needs students
c. assurance that single parents and homemakers will have access and will attend

Listed below are individual education/career planning activities which address each of the four areas. They are listed separately to give examples which can provide educational/career planning experiences.

Guidance and Counseling

1. Develop a regional resource center of training alternatives, school catalogues, and apprenticeship information.

2. Develop a regional speakers bureau to make classroom presentations on future training options, such as military and local trade union.

3. Develop a regional college/training day with representatives from various colleges and or technical institutes to address questions.

Building Fairness

1. Develop a regional brochure which features methods and incentives for encouraging students to enroll in non-traditional courses and pursue non-traditional careers.

2. Develop a regional non-traditional career day which features women and men who are in non-traditional careers, including recent graduates from local school districts.

3. Using the Building Fairness Non-traditional Role Model Bank, invite speakers to discuss with students their personal decision-making processes used in pursuing non-traditional careers.

Special Needs

1. Develop a regional special needs individualized career plan to assure those identified with special needs have equal access to applicable education/career planning resources.

2. Develop a regional special needs student guide which lists the variety of training options available in the region, eligibility and qualifications to enter the training, and financial aid available.

3. Develop a career planning/training unit to be infused in applicable special needs classes.

Building Opportunity

1. Articulate with agencies located within the regional system that will assist in providing career planning for single parent and homemakers.

2. Develop a resource list of educational/career planning alternatives within the region and invite speakers from the list to make presentations at a "Plan Your Career" night available to all students, but targeted to single/parent homemakers.

3. Develop a regional educational/training problem-solving seminar in which students will develop personal methods for decision making and which will assure access to single parents and homemakers.

The following examples are pages taken from a Regional Guidance by Objectives Plan which addresses decision making and educational/career planning (see Examples 4A and 4B).

GUIDANCE BY OBJECTIVES PLAN

art C. Direct Service Objectives
ection Education/Training Placement and Planning
bjective Make available resources/information on specific training programs and academic institutions.

School ____________
Year ____________

Needs	Methods	Staff Responsible	Calendar Init	Calendar Compl	Cost	Evaluation Methods
1. Need to continue and expand guidance to students on future training options (college, technical schools, military, apprenticeships, etc.)	1a. Expand on existing College/Career Night and Career Fair to include a broader representation of technical/ military, apprenticeships, etc.	D.O.G.S. CEE Director LEA Counselors	Fall '87	Ongoing		Report to D.O.G.S. and actio taken.
	1b. See Attachment B-- (pp.5-6 Evaluaation					
2. Need to assist students to establish career goals and a logical sequence of coursework to reach these goals.	2a. Use existing I.C.P.' in member high schools	D.O.G.S.	Fall '85	Ongoing		Report ICP format to D.O.G. and CEE Director
	2b. Utilize a compilation of I.C.P. data to assist in regional planning.	D.O.G.S. CEE Director	Fall '87	Ongoing		Local LEA evaluates I.C.P.
3. Need for school districts to be kept abreast of changing requirements.	3. D.O.G.S. will assume the responsibility for keepin abreast of the changing requirements of informing appropriate distric personnel of education/training placement and planning.	D.O.G.S. CEE Director	Fall '87	Ongoing		Updates sent to member districts.

for Employment Education

GUIDANCE BY OBJECTIVES PLAN

Part C. Direct Service Objectives
Section Education/Training Placement and Planning
Objective Provide an efficient system for academic advisement/curriculum planning for students.

School ____________
Year ____________

Needs	Methods	Staff Responsible	Calendar		Cost	Evaluation Methods
			Init	Compl		
1. Students need assistance in the planning and implementation of their educational plans.	See Attachment B-- (p.4 Decision Making and Goal Setting)					

Part II: Example 4B
McHenry County Coop.
for Employment
Education

TASKS	STRATEGIES
C. Promote Avocational Awareness	1. Promote extracurricular activity involvement. 2. Promote involvement in courses which feature "lifetime skills," (such as music, art, home economics, and industrial arts). 3. Emphasize the importance of factors such as hobbies, leisure time activities, and work experiences in the exploration and decision-making processes. 4. Use various inventories to show the similarities/differences between one's avocational and vocational interests.
D. Promote Educational Opportunity Awareness	1. Provide educational information through computerized guidance systems and printed resource materials (e.g. catalogs and brochures). 2. Expose students to special educational opportunities, such as CO-OP, OE, CWT, WESEP, as well as internships and apprenticeships. 3. Encourage college visits and meetings with college and military representatives. 4. Provide appropriate individual and group guidance as to requirements/courses needed to enter each educational option.
III. DECISION-MAKING AND GOAL-SETTING	
A. Plan High School and Post High School Program and Course Selection	1. Through individual, group, and ICP conferences, provide thorough study of post high school educational/training programs with use of computer guidance systems, college/military/technical catalogs and brochures, and other occupational resource materials. 2. Through individual, group and ICP conferences, provide appropriate information regarding high school and post high school course selection by utilizing curriculum guides, and acquainting students with requirements mandated by the state and individual educational institutions.
B. Make Tentative Occupational Choices	1. Through individual, group, and ICP conferences review with the student the factors that influence occupational choice. (These factors are mentioned in STRATEGIES section under Occupational Awareness.) Additional factors such as exploratory vocational education programs and resources, like an individual school's career plan handbook, might also be considered.

TASKS	STRATEGIES
C. Make Lifestyle/Values Avocational Choices	1. Through individual and group guidance, discuss the importance of such factors as family background, religious orientation, and role models, in making lifestyle decisions. 2. Provide checklists, exercises, or computer guidance inventories which specifically help to clarify values, both in the world of work and outside. 3. Encourage students to attend seminars, elect courses, and participate in extracurriculars and to use the knowledge and experience gained to help make appropriate non-vocational choices.
D. Short/Long Term Goal Setting	1. Through individual and group conferences, help student to develop realistic short-term plans through use of such personal evaluative criteria as grade point average, results of aptitude, interest, and abilities inventories, and college test scores, as well as, use of factors like family financial situation, and college entrance requirements. 2. Through individual conferences, discuss long-range planning with the student, detailing various situations such as transferring schools, making career/college major changes, or switching jobs and encouraging the student to continue gathering information concerning career opportunities and trends in order to help develop realistic long-term plans.
IV. (or V.) EVALUATION	
A. Review Decisions and Goals	1a. (When done before IMPLEMENTATION) - Provide periodic meeting times through ICP coonferences and individual conferences and help student reaffirm proper goals and discard inappropirate ones, using information gained through college/employment service representatives, visitations, test results, family discussions, etc. 2a. Help student develop personal "action plan," a systematic, priortized, and dated set of activities to be acted upon in order to accomplish goals. These activities might include resumés, interviews, applications, additional training educational courses needed to meet employer/college requirements.
B. Revise and Update Decisions and Goals	1b. (When done after IMPLEMENTATION) - Review implemented "action plan" with student, discuss reasons behind successful and non-successful parts of the "action plan," and discard inappropriate or non-successful components. 2b. Help student formulate new "action plan" (through activities described in 2a above) OR guide student in new direction, which might include additional career exploration, new goal-setting, and remediation in courses or training.

Part II: Example 4B
McHenry County Cooperative
for Employment Education

CHAPTER 5

PLACEMENT

The regional student services committees will need to assist students in all appropriate ways to make the transition from education or preparation programs to employment in the labor market. Job placement is one of the ultimate goals of the Education for Employment system. It has also been traditionally one of the most difficult areas to provide efficient and effective assistance to students. Placement requires articulation and cooperation with student services personnel, vocational instructors, other agencies and institutions, and local employers. Student services committee members should consider the following key questions when developing placement programs within the Student Services Plan:

1. **What types of services are involved in placement?**

   Placement involves assisting students with learning strategies for job search (resume writing, completion of job applications, and interviewing skills), job keeping skills (proper appearance, behavior, and coming to work on time), experienced-based education (coop, apprenticeships, and internships), and finding part-time or full-time employment after graduation.

2. **What is the role of the student services committee in the development of placement services?**

   Placement is the shared responsibility of all regional vocational system personnel. The expertise in development of many of the aspects of placement, however, resides within the student services committee. The SSC should include ex-officio members from the local community college, particularly those in the Career Planning and Placement Office. The committee should articulate closely with the vocational program advisory committees; local JTPA, DORS, and Job Service agencies; and the state

Career Guidance Consultant. The student services committee is responsible for developing a plan which will be articulated with other appropriate regional vocational personnel for the development, improvement, and implementation of placement services within the regional student services system.

3. **What should be the goal of regional placement for student services personnel?**

   The goal of the SSC in the provision of placement services is to prepare and facilitate successful student employment. It is not the responsibility of the student services committee to secure employment for the student.

4. **How should the four areas of student services be addressed in the development of the regional placement program?**

   In the development of methods and activities to facilitate placement and prepare students for the job market, the SSC should carefully consider the needs of special populations. In addition, placement activities should be structured to promote sex equity.

Sample Placement Activities for Regional Student Services

The following activities and methods are suggested as possible approaches to meeting the needs of students in all four areas of student services:

1. **Inservice on job-search strategies**

   The SSC could contact the state Career Guidance Consultant to provide resources and inservice training for student services personnel on methods to teach job hunting strategies to students.

2. **Development of a placement referral system**

   The SSC could develop articulation agreements with the local community college, job service, or local business to refer students for part time or full time employment. Particular consideration may be given to the development of employment opportunities for special populations.

3. **Liaison with vocational program advisory committees**

   SSC members may be appointed as student services representatives for each of the vocational program advisory committees. This will facilitate articulation with vocational instructors and local business personnel for placement and other student services.

4. **Establish a regional interview training process**

   Local personnel managers could be invited to the regional Career Day Fair to conduct mock interviews to provide feedback and experience for students in job interviewing. Students should be encouraged to participate in mock interviews for non-traditional career opportunities.

5. **Develop a regional training course on job search/job keeping**

   The SSC, in cooperation with the community college district, vocational instructors, and Building Opportunity personnel, could develop a course on job search/job keeping techniques. The course could be open to all regional vocational system students, as well as single parents and homemakers.

6. **Infusion of employment preparation topics into vocational program orientation coursework**

   Student services personnel, in cooperation with vocational instructors, could develop job search/job keeping units to be included in all vocational program orientation courses. These units could be taught by the vocational instructors with assistance from regional counselors and student services personnel.

Sample Regional Planning for Regional Placement Services

The following pages provide examples of regional placement services developed by other regional student services committees within EFE regions (see Examples 5A and 5B).

GUIDANCE BY OBJECTIVES PLAN

Part C. Direct Service Objectives
Section Placement
Objective Provide a system for assisting in job placement of students.

School
Year

Needs	Methods	Staff Responsible	Calendar		Cost	Evaluation Methods
			Init	Compl		
1. Students need assistance in job placement for part-time in-school emploiment & full time post-graduate employment	1a. Establish regional referral system for students to existing agencies of placement (Job Service, JTPA, CAPS at community college).	D.O.G.S. CEE Director	Fall '87	Ongoing		Complete listing of available resources distributed to member schools.
	1b. Research methods of placement assistance possibly computerized assistance with modems in each school with linkages to job placement agencies. Research the possibility of expanding the community college placement services to include regional high school students.	Subcommittee of Voc. Admin, Coop Coordinators CEE Director D.O.G.S. LEA Counselors	Fall '87	Ongoing		Report back to D.O.G.S. and plan of action developed to be submitted to Board of Control for approval.
2. Actual placement rates necessary to measure effectiveness of education/training of students utilizing computerized placement service (CAPS)	2a. Assist appropriate staff within region in the structure and implementation of CAPS to discover placement rates & types of occupations with high/low placement.	LEA Counselors Community College Counselors CEE Director				Records of student placement to report back to D.O.G.S.

PART II: EXAMPLE 5B
McHenry County Cooperat
for Employment Educatio

GUIDANCE BY OBJECTIVES PLAN

Part C. Direct Service Objectives
Section Placement
Objective Provide a system for assisting in job placement of students.

School CEANCI
Year 1987-1991

BF=Building Fairness
CGC=Career Guidance Center
LEA=Local Education Agency
SD=Systems Director
SNC=Special Needs Coordinator
SSC=Student Services Committee

Needs	Methods	Staff Responsible	Calendar		Cost	Evaluation Methods
			Init	Compl		
1. Students need assistance in job placement for part-time in school employment, full time post graduate employment	1a. Establish regional referral system for students to existing agencies of placement (Il. Dept. of Employment Security, JTPA, etc.)	Job Placement Director	Spring'90	Ongoing		Number of students placed in jobs
	1b. Research methods of placement assistance, possibly computerized assistance, for students	Sub-committee of any Vocational Directors and coop coordinators	Fall'90	Ongoing		Report back to SSC and plan of action developed
	1c. Articulation with regional high schools regarding placement opportunities	Regional Job Director work with regional counselors	Fall'90	Ongoing		Report to the SSC on an annual basis
2. Actual placement rates of students and follow up is necessary to measure effectiveness of education/training	2a. Regional high schools report placement rates completed by Job Placement Director	Job Placement Director	Spring '91	Ongoing		Tabulation
	2b. Computerized follow-up system		Fall'91	Ongoing		

Career Education Associates
of North Central Illinois

CHAPTER 6

FOLLOW-UP

The regional student services committee may have the responsibility to develop or provide input into the regional follow-up studies of program completers and leavers. The purpose of follow up is to examine the availability and quality of opportunities for students, and the quality of the product of the educational program. A specific resource is presently available for regional vocational systems on the development of follow-up studies:

Planning Follow-up Studies:
A Guide for Education for
Employment Systems

This guide was developed under contract with the Illinois State Board of Education/Department of Adult, Vocational, and Technical Education. It is available through ISBE, 100 North First Street, Springfield, Illinois 62777. This guide has been created to assist planning grant directors and, potentially, student services committees in the development of data based follow-up studies.

The student services committee should augment the follow-up process to acquire feedback about the quality of regional student services. The development and implementation of a regional Individualized Career Plan for each student can provide useful information on the impact of student services when compared to the data collected on completers and leavers. The SSC should add questions related to effectiveness of student services to the follow-up questionnaires addressed to completers, leavers, and current employers. These topics are illustrated at length in the Follow-up Study Guide.

The Planning Follow-up Studies Guide is recommended as a primary source for comprehensive information on this subject.

PART III

RESOURCES

RESOURCES

Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
(800) 322-3905
(309) 298-1917

Illinois Vocational Curriculum Center
Sangamon State University
Building E, Room 22
Springfield, IL 62708
(800) 352-8533
(217) 876-6375

Illinois Occupational Information Coordinating Committee
217 East Monroe
Suite 203
Springfield, IL 62706
(217) 785-0789

Career Counseling and Guidance and Building Fairness Network
(217) 782-4620
    Career Guidance Consultant
    Building Fairness Consultant
    Building Fairness Coordinator

Assistance in serving Handicapped, Disadvantaged, and
Limited-English-Proficient Persons (Special Needs)
(217) 782-4876
    Special Needs Coordinator

Single Parents and Homemakers Network
(217) 782-4620
    Teenage Single Parent Initiative
    Adult Single Parent Initiative
    Project Access—Action to Catalog and Coordinate
    Electronically Support Services
    (312) 870-4150

202